Technical Report
2002

Prevalence of Alcohol, Tobacco, and Other Drugs; Risk and Protective Factors; Prohibited Behaviors; and Pro-social Behaviors Among Students in the State of Maine

Prepared by:

Office of Substance Abuse
Department of Behavioral and Developmental Services

In conjunction with:

Pan Atlantic Consultants

October 2002

In accordance with federal and state laws, the Maine Office of Substance Abuse, BDS, does not discriminate on the basis of disability, race, color, creed, gender, age, or national origin in admission or access to treatment, services, or employment in its programs and activities.

This project was supported, in part, by the National Institute on Drug Abuse, National Institutes of Health, the Department of Education, the Department of Justice (Office of Juvenile Justice and Delinquency Prevention), and the Center for Substance Abuse Prevention, SAMHSA.

This information is available in alternate formats upon request.

ACKNOWLEDGEMENTS

Everyone involved in this project would like to extend their thanks to the principals and superintendents who chose to participate in this survey, and to the teachers and school staff who supported this effort. But, most importantly, we would like to thank the students who took the time and effort to share their experiences with us. This report is our way of thanking all of you. We hope that you find the report informative and useful.

The development and implementation of the 2002 Maine Youth Drug and Alcohol Use Survey (MYDAUS) was a collaborative effort between the Maine Office of Substance Abuse (OSA) in the Department of Behavioral and Developmental Services (BDS), the Social Development Research Group (SDRG) at the University of Washington, and Pan Atlantic Consultants (PAC). In addition to the Maine Office of Substance Abuse which oversaw the entire project, specific duties of the other agencies were as follows:

Pan Atlantic Consultants
Patrick O. Murphy, President
5 Milk Street
Portland, ME 04101

Responsible for all survey administration activities
Provided schools and school systems with individual school reports
Responsible for weighting the data, data analysis, and report production

The Social Development Research Group
University of Washington
9725 3rd Avenue NE, Suite 401
Seattle, WA 98115-2024

Developed the survey instrument and syntax relating to survey validity testing
Provided the risk and protective factor framework

Jamie Clough (OSA) served as the Project Leader, Kristina Morse (PAC) served as the Project Manager. Others whose efforts on this project should be noted include: Melanie Lanctot, MYDAUS Coordinator (OSA) and Kasi Bean (PAC).

For further information about this project, contact:

Office of Substance Abuse
Information and Resource Complex
159 SHS, AMHI Complex
Marquardt Building, 3rd Floor
Augusta, ME 04333-0159
1-800-499-0027
TTY (207) 287-4475

Or visit the Office of Substance Abuse's website at:

www.maineosa.org

October 2002

Table of Contents

INTRODUCTION

The Maine Youth Drug and Alcohol Use Survey (MYDAUS) has been administered periodically by the Office of Substance Abuse (OSA) since 1988. The overall goal of the survey series is to identify patterns of alcohol, tobacco, and other drug use among middle and high school students in Maine, and to estimate the number and characteristics of students in this age group who are at elevated risk of drug use and related problems. These risk and protective factors are found at multiple levels, including the individual, the family, the peer group, the school, and the community. Identification of specific populations in which risk factors are high, and protective factors are low, permits the targeting of interventions where they can have the most impact.

The 2002 MYDAUS measures the prevalence of alcohol, tobacco, and other drug use, as well as risk factors for such use. The survey is part of a larger effort to help communities promote the "resiliency" of young people by reducing high-risk behaviors and by increasing healthy behaviors. The survey allows the Office of Substance Abuse and other state agencies to: monitor the trends in the substance use of Maine students; compare students in each county with students across the state as a whole; and plan, evaluate, and improve community programs that prevent health problems and promote healthy behaviors.

This technical report identifies trends and analysis from the 2002 survey.

Administration

All public schools in Maine with any grades 6 through 12 were solicited to participate in the 2002 MYDAUS in order to increase usable data and to provide local, objective data to schools applying for funds under the Safe and Drug Free Schools and Communities Act. Participation in the survey, although encouraged, was voluntary.

There were 56,719 usable surveys from 47.8% of the 118,743 total eligible students. These students were from 270 of Maine's 442 eligible public schools; this resulted in a school response rate of 61.1%. The school response rates ranged from a low of 36.1% in Hancock County to a high of 100.0% in Franklin and Sagadahoc Counties. Altogether, 56,719 students of the 75,831 total students in the participating schools returned usable questionnaires, representing a student response level of 74.8%. The student response levels ranged from a low of 63.5% in Oxford County to a high of 84.3% in Aroostook County. The overall response rate for the 2002 MYDAUS, taking into consideration both the school and student response rate (in participating schools), was 45.7% (school response rate x student response rate; 61.1% x 74.8% = 45.7%). The overall response rates ranged from a low of 23.3% in Hancock County to a high of 76.9% in Sagadahoc County. Table 1 shows all the response rates from the 2002 MYDAUS by county.

Table 2 illustrates select demographic characteristics of the 2002 MYDAUS respondents. Because of the relatively small numbers of African Americans, Hispanics, Asian or Pacific Islanders, American Indians, and youths in other racial/ethnic groups, these racial/ethnic categories are often combined into one category, "other".

Please see Appendix A for a detailed description of the survey's methodology.

Table 1: School, Student, and Overall Response Rates for the 2002 MYDAUS: 2002.

County	Number of Schools (6-12)	Number of Participating Schools	School Response Rate	Number of Students in all Schools (6-12)	Number of Usable Surveys	Student Response Rate (vs. eligible)	Number of Students in Participating Schools	Student Response Rate (vs. participating)	Overall Response Rate
	1	2	3	4	5	6	7	8	9
Androscoggin	35	30	85.7%	9,170	4,756	51.9%	6,557	72.5%	62.1%
Aroostook	41	28	68.3%	6,561	3,739	57.0%	4,435	84.3%	57.6%
Cumberland	47	29	61.7%	23,785	13,218	55.6%	17,759	74.4%	45.9%
Franklin	14	14	100.0%	2,881	2,019	70.1%	2,881	70.1%	70.1%
Hancock	36	13	36.1%	4,845	1,544	31.9%	2,388	64.7%	23.3%
Kennebec	31	18	58.1%	10,820	4,830	44.6%	6,605	73.1%	42.5%
Knox	16	8	50.0%	3,126	1,610	51.5%	2,165	74.4%	37.2%
Lincoln	18	8	44.4%	3,337	1,139	34.1%	1,464	77.8%	34.5%
Oxford	23	11	47.8%	6,232	3,059	49.1%	4,814	63.5%	30.4%
Penobscot	45	20	44.4%	13,918	3,644	26.2%	4,766	76.5%	34.0%
Piscataquis	7	5	71.4%	1,978	1,043	52.7%	1,437	72.6%	51.8%
Sagadahoc	10	10	100.0%	3,709	2,851	76.9%	3,709	76.9%	76.9%
Somerset	27	17	63.0%	5,366	2,703	50.4%	3,366	80.3%	50.6%
Waldo	16	11	68.8%	2,870	1,072	37.4%	1,491	71.9%	49.5%
Washington	37	30	81.1%	2,912	1,682	57.8%	2,255	74.6%	60.5%
York	39	18	46.2%	17,233	7,810	45.3%	9,739	80.2%	37.1%
TOTAL	**442**	**270**	**61.1%**	**118,743**	**56,719**	**47.8%**	**75,831**	**74.8%**	**45.7%**

Sources: Columns 1, 4, and 7 – Maine Department of Education, 2002; Columns 2 and 5 – 2002 MYDAUS
Notes: Column 3 = Column 2 / Column 1; Column 6 = Column 5 / Column 4; Column 8 = Column 5 / Column 7; Column 9 = Column 3 x Column 8

Table 2: Demographic Characteristics of the 2002 MYDAUS Sample: 2002.

	Unweighted Number	Unweighted Percent	Weighted Percent
TOTAL	56,719	100.0%	100.0%
GENDER			
Female	26,564	46.8%	43.9%
Male	25,251	44.5%	46.6%
Missing	4,904	8.6%	9.5%
GRADE IN SCHOOL			
6th grade	9,119	16.1%	13.3%
7th grade	9,392	16.6%	13.7%
8th grade	9,395	16.6%	13.7%
9th grade	8,006	14.1%	14.8%
10th grade	7,840	13.8%	15.3%
11th grade	6,773	11.9%	15.1%
12th grade	5,607	9.9%	13.1%
Missing	587	1.0%	1.0%
AGE (YEARS)			
11 or younger	4,610	8.1%	6.7%
12	8,737	15.4%	12.8%
13	9,207	16.2%	13.5%
14	8,549	15.1%	13.8%
15	7,969	14.0%	14.9%
16	7,361	13.0%	15.1%
17	6,311	11.1%	14.2%
18 or older	3,637	6.4%	8.5%
Missing	338	0.6%	0.6%
RACE/ETHNICITY			
White, not of Hispanic Origin	47,080	83.0%	83.6%
Black or African American	864	1.5%	1.5%
American Indian (includes Native American, Eskimo, and Aleut)	1,693	3.0%	2.9%
Spanish/Hispanic/Latino	749	1.3%	1.3%
Asian or Pacific Islander	831	1.5%	1.5%
Other	1,698	3.0%	2.9%
Missing	3,804	6.7%	6.3%

SUBSTANCE USE

In Maine, alcohol, tobacco, and marijuana are the most commonly used substances by students in grades 6 through 12.

- Fifty-five percent (54.6%) of students have had alcohol in their lifetime, 37.6% have smoked cigarettes, and 30.7% have used marijuana.

- In the month[1] before the survey, 30.3% of students had used alcohol, 17.1% had smoked marijuana, and 15.2% had smoked cigarettes.

- Nearly three in ten 12th grade students (29.5%) reported binge drinking in the two weeks before the survey.

Other commonly used substances include prescription drugs (prescription drugs not specifically prescribed for student, excluding OxyContin), other illegal drugs[2], inhalants, and smokeless tobacco.

- Eighteen percent (18.0%) of students have used prescription drugs (other than OxyContin) not specifically prescribed for them, 14.2% have used other illegal drugs, 12.1% have used inhalants, and 11.6% have used smokeless tobacco.

- In the month before the survey, 8.3% of students had used prescription drugs (other than OxyContin) not specifically prescribed for them, 7.7% had used other illegal drugs, 4.5% had used smokeless tobacco, and 4.4% had used inhalants.

The least commonly used substances by Maine youth are MDMA (ecstasy), LSD or other psychedelics, OxyContin, cocaine, stimulants, and heroin.

- Seven percent (6.7%) of students have used MDMA or ecstasy, 6.2% have used LSD or another psychedelic, and 5.7% have taken OxyContin. Five percent (4.9%) of students have used cocaine, 4.5% have taken stimulants, and 2.5% have used heroin.

- In the month before the survey, 2.7% of students had used MDMA or ecstasy, 2.4% had used LSD or another psychedelic, 2.4% had used OxyContin, 2.1% had used cocaine, 2.0% had used stimulants, and 1.2% had used heroin.

Substance Use – Differences by Grade

Not surprisingly, for most substances prevalence rates increase with grade in school (see Table 3). This holds for both lifetime and past-month use. There are several exceptions, however, worth noting:

- Lifetime inhalant use peaks in the 8th grade (15.1%), with the next highest prevalence rates in the 7th grade (13.3%) and 9th grade (12.6%).

[1] Please note that use of the phrases “past month” and “past 30 day” as they relate to student behaviors refers to the 30-day period prior to the administration of the survey.
[2] “Other illegal drugs” is a substance use category on the survey questionnaire inclusive of any drugs not specifically listed.

Table 3: Prevalence of Lifetime & Past Month Substance Use among the Maine Student Population by Grade & Gender: 2002.

		6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade		Female	Male		State Average
Smokeless Tobacco	Lifetime	3.5	5.5	8.3	10.1	13.9	18.3	20.3		5.7	16.6		11.6
	30 day	1.4	2.2	3.7	4.4	5.2	6.7	7.4		2.4	6.2		4.5
Cigarettes	Lifetime	11.5	19.2	30.8	38.9	47.2	53.8	57.2		37.3	36.3		37.6
	30 day	2.8	4.5	11.4	14.8	19.3	24.2	26.1		14.9	14.7		15.2
Alcohol	Lifetime	19.7	30.5	44.9	57.5	68.4	75.4	79.2		52.7	54.3		54.6
	30 day	7.0	12.7	22.7	32.1	38.8	45.0	49.1		28.3	30.7		30.3
Marijuana	Lifetime	3.2	8.5	18.3	30.1	42.6	51.4	55.3		27.1	32.1		30.7
	30 day	1.4	4.2	10.5	17.0	24.5	29.5	28.8		13.9	18.9		17.1
LSD	Lifetime	0.9	2.0	3.9	5.2	7.5	10.7	12.0		4.8	7.0		6.2
	30 day	0.7	1.2	2.3	2.4	2.9	3.6	2.8		1.8	2.8		2.4
Cocaine	Lifetime	1.3	2.4	3.8	4.3	5.8	7.5	8.4		3.8	5.7		4.9
	30 day	0.7	1.2	2.1	1.8	2.4	3.1	3.0		1.4	2.6		2.1
Ecstasy	Lifetime	0.8	2.0	4.3	6.1	8.3	11.0	13.1		6.1	6.9		6.7
	30 day	0.5	1.1	2.5	2.7	3.5	4.2	3.7		2.2	3.1		2.7
Inhalants	Lifetime	9.8	13.3	15.1	12.6	11.7	11.7	10.6		11.6	12.6		12.1
	30 day	4.8	6.2	6.8	4.4	3.6	2.9	2.4		4.2	4.7		4.4
Stimulants	Lifetime	0.8	1.5	3.1	4.2	5.7	8.0	7.2		3.5	5.1		4.5
	30 day	0.4	0.7	1.8	1.9	2.6	3.8	2.5		1.4	2.4		2.0
Heroin	Lifetime	0.9	1.7	2.4	2.5	2.7	3.6	3.4		2.0	2.9		2.5
	30 day	0.5	0.9	1.4	1.1	1.3	1.5	1.3		0.8	1.4		1.2
OxyContin	Lifetime	1.0	2.0	3.7	5.0	7.6	9.6	9.2		4.6	6.3		5.7
	30 day	0.7	1.2	1.9	2.3	3.2	3.8	3.2		1.7	3.0		2.4
Prescription Drugs*	Lifetime	7.8	10.5	14.4	18.4	22.8	24.7	24.9		18.3	17.0		18.0
	30 day	3.2	4.5	7.2	8.9	10.6	11.6	10.7		8.0	8.1		8.3
Other illegal drugs	Lifetime	2.5	5.6	10.6	15.6	19.7	21.6	20.2		12.3	15.3		14.2
	30 day	1.2	2.6	6.0	9.0	11.0	11.9	9.9		6.2	8.6		7.7

** Prescription drugs not specifically prescribed for student; excludes OxyContin*

- Inhalant use in the month preceding the survey was higher among middle school students than high school students. Prevalence rates for past-month use peaks in the 8th grade (6.8%), with the next highest rates in the 7th grade (6.2%) and 6th grade (4.8%).

- Past-month use of heroin does not increase steadily with grade, although prevalence rates are lowest for 6th graders (0.5%) and 7th graders (0.9%).

- There are several instances where prevalence rates for the 11th grade are higher than those for the 12th grade. In each instance, however, the difference between the prevalence rates is 2.0% or less.

Substance Use – Differences by Gender

Table 3 also illustrates that prevalence rates for male students are higher than those for female students for the following substances:

- ✓ Smokeless tobacco (lifetime and past-month)
- ✓ Alcohol (lifetime and past-month)
- ✓ Marijuana (lifetime and past-month)
- ✓ LSD (lifetime and past-month)
- ✓ Cocaine (lifetime and past-month)
- ✓ Ecstasy (lifetime and past-month)
- ✓ Inhalants (lifetime and past-month)
- ✓ Stimulants (lifetime and past-month)
- ✓ Heroin (lifetime and past-month)
- ✓ OxyContin (lifetime and past-month)
- ✓ Other illegal drugs (lifetime and past-month)

There are no differences between males and females for the prevalence rates of past-month cigarettes use and prescription drug use (prescription drugs not specifically prescribed for student, excluding OxyContin).

Overall prevalence rates for female students are actually higher than those for male students for lifetime use of cigarettes and lifetime use of prescription drugs (prescription drugs not specifically prescribed for student, excluding OxyContin). While in most grades a higher percentage of males than females use substances, this trend is reversed in the 9th grade for alcohol, inhalants, and stimulants, in addition to cigarettes and prescription drugs (see Table 4).

Substance Use – Differences by County

Smokeless Tobacco – Lifetime Use

- Table 5 shows that the counties with the highest prevalence rates for lifetime smokeless tobacco use are Penobscot (15.9%), Hancock (15.6%), and Piscataquis (15.0%).

- Kennebec (8.9%), Cumberland (9.1%), and Sagadahoc (9.2%) are the counties with the lowest prevalence rates for lifetime use of smokeless tobacco (see Table 6).

Smokeless Tobacco – Past-month Use

- Oxford (6.6%), Penobscot (6.6%), and Somerset (5.9%) are the counties with the highest prevalence rates for past-month use of smokeless tobacco.

Table 4: Prevalence of Lifetime & Past Month Substance Use among the Maine Student Population by Gender Within Grade: 2002.

		6th grade		7th grade		8th grade		9th grade		10th grade		11th grade		12th grade		State Avg.
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Smokeless Tobacco	Lifetime	2.4	4.5	3.1	7.8	4.8	11.5	6.2	13.6	6.7	20.7	7.7	28.1	9.5	31.2	11.6
	30 day	1.3	1.6	1.6	2.8	2.6	4.7	3.2	5.5	2.6	7.5	2.5	9.9	2.8	11.8	4.5
Cigarettes	Lifetime	10.2	12.9	18.6	19.6	30.8	30.7	40.9	37.0	48.7	45.3	54.5	52.8	57.7	56.6	37.6
	30 day	2.5	3.0	5.5	5.3	11.3	11.4	16.5	13.1	20.5	18.3	23.2	24.9	24.6	27.5	15.2
Alcohol	Lifetime	14.9	24.3	27.6	33.0	44.2	45.4	57.5	57.0	70.0	66.9	74.8	75.3	80.2	78.7	54.6
	30 day	5.2	8.6	11.6	13.7	22.3	22.6	32.7	31.4	38.9	38.3	41.3	48.5	45.7	52.1	30.3
Marijuana	Lifetime	2.1	4.2	6.8	10.0	15.0	21.3	27.4	32.3	39.7	44.7	47.3	54.8	52.8	57.5	30.7
	30 day	1.0	1.6	3.5	4.7	8.3	12.5	15.0	18.9	21.0	22.5	24.7	34.2	24.1	32.4	17.1
LSD	Lifetime	0.6	1.1	1.5	2.4	3.6	4.1	5.3	5.1	5.9	8.7	8.3	12.7	8.4	15.2	6.2
	30 day	0.5	0.8	1.0	1.4	1.9	2.5	2.5	2.3	2.2	3.5	2.2	5.0	1.7	3.7	2.4
Cocaine	Lifetime	1.0	1.5	2.1	2.7	3.4	4.2	4.5	4.1	4.4	7.2	5.6	9.3	5.5	11.4	4.9
	30 day	0.5	0.8	1.1	1.3	1.8	2.3	1.7	1.8	1.3	3.5	1.7	4.3	1.7	4.2	2.1
Ecstasy	Lifetime	0.7	0.8	1.9	2.0	4.0	4.5	6.2	5.9	7.2	9.3	10.6	11.5	11.6	14.2	6.7
	30 day	0.6	0.5	0.8	1.3	2.3	2.7	2.6	2.8	3.1	3.9	3.2	5.1	2.6	4.8	2.7
Inhalants	Lifetime	8.3	11.1	11.8	14.7	15.3	15.0	14.3	11.0	11.5	12.0	10.3	12.7	9.1	11.8	12.1
	30 day	4.0	5.5	5.6	6.7	7.1	6.4	5.3	3.6	3.2	4.0	1.9	3.6	1.7	2.8	4.4
Stimulants	Lifetime	0.5	1.0	1.3	1.8	2.6	3.5	4.4	4.1	4.3	6.6	5.7	9.6	5.3	9.2	4.5
	30 day	0.4	0.4	0.5	0.9	1.3	2.2	2.0	1.8	1.7	3.3	2.3	4.6	1.3	3.5	2.0
Heroin	Lifetime	0.6	1.0	1.7	1.8	2.4	2.4	2.8	2.3	1.7	3.7	2.3	4.6	2.4	4.2	2.5
	30 day	0.4	0.5	0.8	0.9	1.2	1.4	0.9	1.2	0.7	1.9	0.9	1.9	0.7	1.7	1.2
OxyContin	Lifetime	1.0	1.0	1.9	2.2	3.3	4.1	5.2	4.9	6.1	8.9	7.6	11.5	6.8	11.5	5.7
	30 day	0.6	0.8	1.2	1.2	1.5	2.2	2.0	2.7	1.9	4.2	2.5	5.1	1.8	4.6	2.4
Prescription Drugs*	Lifetime	7.1	8.4	11.3	9.8	15.9	13.0	21.8	14.8	24.1	21.0	24.0	24.8	22.3	27.1	18.0
	30 day	3.0	3.4	5.0	4.0	8.1	6.3	10.3	7.2	10.1	11.0	10.1	12.6	8.6	12.1	8.3
Other illegal drugs	Lifetime	1.8	3.2	4.9	6.3	9.3	11.9	14.8	15.9	18.7	20.8	18.6	24.0	17.1	23.9	14.2
	30 day	0.8	1.6	2.4	2.7	5.2	6.6	8.0	9.7	9.7	12.6	9.2	13.7	7.4	12.6	7.7

** Prescription drugs not specifically prescribed for student; excludes OxyContin*

Note: Prevalence rates for males are highlighted to make the chart easier to read.

Table 5: Highest Prevalence of Lifetime & Past Month Substance Use among the Maine Student Population by County: 2002.

		Andr	Aroo	Cumb	Fran	Hanc	Kenn	Knox	Linc	Oxfo	Peno	Pisc	Saga	Some	Wald	Wash	York	State
Smokeless Tobacco	Lifetime	9.7	12.2	9.1	14.4	15.6	8.9	12.3	13.0	14.5	15.9	15.0	9.2	14.2	13.0	14.3	9.9	11.6
	30 day	3.7	4.6	3.6	4.7	5.7	4.1	5.0	4.6	6.6	6.6	4.3	3.0	5.9	4.4	5.6	3.5	4.5
Cigarettes	Lifetime	38.6	43.4	33.3	38.5	41.0	34.0	39.2	35.7	38.8	40.8	47.2	36.0	44.0	40.0	41.5	35.6	37.6
	30 day	15.2	20.1	13.4	15.6	17.4	13.8	17.1	14.1	16.9	16.3	19.4	13.9	18.7	16.9	16.6	12.8	15.2
Alcohol	Lifetime	54.4	55.0	53.4	55.3	54.5	50.5	53.9	57.4	55.4	56.6	59.9	53.8	57.5	54.8	55.3	54.9	54.6
	30 day	30.9	30.9	30.0	31.6	31.3	26.9	29.0	33.6	31.5	29.7	33.7	29.2	30.7	30.6	29.2	31.4	30.3
Marijuana	Lifetime	32.0	29.0	30.0	31.9	30.8	29.1	33.7	31.5	30.6	30.2	37.5	29.7	34.1	29.5	29.1	31.3	30.7
	30 day	18.5	16.3	17.0	17.6	18.3	16.4	20.7	15.1	17.7	16.0	18.9	16.6	17.7	19.0	12.7	17.4	17.1
LSD	Lifetime	6.5	5.0	6.6	6.7	6.6	4.8	6.8	5.9	6.3	6.1	7.1	5.4	7.3	7.6	4.9	6.4	6.2
	30 day	2.4	2.1	2.7	2.1	1.8	1.6	2.2	1.8	2.3	2.5	1.3	2.3	2.9	3.8	1.6	2.5	2.4
Cocaine	Lifetime	5.5	4.4	4.5	4.6	6.1	4.0	5.9	4.1	5.3	4.9	4.7	4.0	5.8	6.3	5.0	5.2	4.9
	30 day	3.0	1.5	2.0	2.0	2.3	1.3	1.7	2.1	2.4	2.1	1.6	2.0	2.3	3.0	1.8	2.2	2.1
Ecstasy	Lifetime	6.3	4.8	7.3	6.2	7.3	5.3	7.2	7.5	6.4	6.5	6.1	4.8	7.4	6.5	5.6	8.3	6.7
	30 day	3.1	2.3	2.8	1.7	2.0	2.0	2.0	3.4	2.1	3.2	1.9	1.8	3.2	2.5	2.4	3.2	2.7
Inhalants	Lifetime	12.3	11.9	10.6	11.1	13.0	11.3	11.6	12.2	14.1	11.9	14.5	10.9	13.4	16.0	11.6	13.3	12.1
	30 day	4.9	4.4	3.5	4.8	4.4	4.0	4.5	5.9	5.2	4.2	4.0	4.0	4.8	6.1	3.9	4.9	4.4
Stimulants	Lifetime	4.5	4.0	5.3	4.5	5.1	3.1	4.7	5.0	3.7	4.6	6.3	5.0	4.5	4.4	2.9	4.6	4.5
	30 day	2.0	2.1	2.4	1.8	1.5	1.3	2.3	2.1	1.7	2.2	2.1	2.1	1.9	2.9	1.6	2.0	2.0
Heroin	Lifetime	2.1	2.0	2.7	1.9	2.6	2.1	2.6	3.0	2.3	3.4	1.8	1.9	3.1	3.2	2.7	2.2	2.5
	30 day	1.1	0.9	1.2	0.8	1.5	1.1	1.3	0.8	1.2	1.6	0.5	0.7	1.4	1.8	1.3	0.9	1.2
OxyContin	Lifetime	4.1	5.2	6.7	4.5	7.8	4.7	5.7	4.4	4.8	6.1	5.3	5.0	6.6	8.4	5.0	5.2	5.7
	30 day	1.8	2.3	2.6	2.1	2.2	2.0	2.4	2.3	2.3	3.1	2.0	2.4	2.6	4.2	2.0	2.2	2.4
Prescription Drugs*	Lifetime	17.9	16.0	17.1	17.1	17.2	15.1	20.4	18.5	19.0	18.4	19.2	19.0	19.7	22.3	14.3	20.4	18.0
	30 day	8.2	7.7	7.7	8.3	6.6	6.9	10.0	8.2	8.9	9.0	9.2	9.9	9.0	10.8	5.7	9.0	8.3
Other illegal drugs	Lifetime	14.8	13.2	13.2	14.2	14.4	12.4	14.7	15.5	14.0	15.4	17.2	14.2	16.6	15.3	13.4	14.3	14.2
	30 day	8.1	7.3	7.1	8.7	9.0	7.3	8.1	7.3	7.6	7.7	9.0	7.5	8.7	9.8	6.1	7.5	7.7

** Prescription drugs not specifically prescribed for student; excludes OxyContin*

Represents the county with the highest use rate in each category Represents the counties with the second and third highest use rates in each category

Table 6: Lowest Prevalence of Lifetime & Past Month Substance Use among the Maine Student Population by County: 2002.

		Andr	Aroo	Cumb	Fran	Hanc	Kenn	Knox	Linc	Oxfo	Peno	Pisc	Saga	Some	Wald	Wash	York	State
Smokeless Tobacco	Lifetime	9.7	12.2	9.1	14.4	15.6	8.9	12.3	13.0	14.5	15.9	15.0	9.2	14.2	13.0	14.3	9.9	11.6
	30 day	3.7	4.6	3.6	4.7	5.7	4.1	5.0	4.6	6.6	6.6	4.3	3.0	5.9	4.4	5.6	3.5	4.5
Cigarettes	Lifetime	38.6	43.4	33.3	38.5	41.0	34.0	39.2	35.7	38.8	40.8	47.2	36.0	44.0	40.0	41.5	35.6	37.6
	30 day	15.2	20.1	13.4	15.6	17.4	13.8	17.1	14.1	16.9	16.3	19.4	13.9	18.7	16.9	16.6	12.8	15.2
Alcohol	Lifetime	54.4	55.0	53.4	55.3	54.5	50.5	53.9	57.4	55.4	56.6	59.9	53.8	57.5	54.8	55.3	54.9	54.6
	30 day	30.9	30.9	30.0	31.6	31.3	26.9	29.0	33.6	31.5	29.7	33.7	29.2	30.7	30.6	29.2	31.4	30.3
Marijuana	Lifetime	32.0	29.0	30.0	31.9	30.8	29.1	33.7	31.5	30.6	30.2	37.5	29.7	34.1	29.5	29.1	31.3	30.7
	30 day	18.5	16.3	17.0	17.6	18.3	16.4	20.7	15.1	17.7	16.0	18.9	16.6	17.7	19.0	12.7	17.4	17.1
LSD	Lifetime	6.5	5.0	6.6	6.7	6.6	4.8	6.8	5.9	6.3	6.1	7.1	5.4	7.3	7.6	4.9	6.4	6.2
	30 day	2.4	2.1	2.7	2.1	1.8	1.6	2.2	1.8	2.3	2.5	1.3	2.3	2.9	3.8	1.6	2.5	2.4
Cocaine	Lifetime	5.5	4.4	4.5	4.6	6.1	4.0	5.9	4.1	5.3	4.9	4.7	4.0	5.8	6.3	5.0	5.2	4.9
	30 day	3.0	1.5	2.0	2.0	2.3	1.3	1.7	2.1	2.4	2.1	1.6	2.0	2.3	3.0	1.8	2.2	2.1
Ecstasy	Lifetime	6.3	4.8	7.3	6.2	7.3	5.3	7.2	7.5	6.4	6.5	6.1	4.8	7.4	6.5	5.6	8.3	6.7
	30 day	3.1	2.3	2.8	1.7	2.0	2.0	2.0	3.4	2.1	3.2	1.9	1.8	3.2	2.5	2.4	3.2	2.7
Inhalants	Lifetime	12.3	11.9	10.6	11.1	13.0	11.3	11.6	12.2	14.1	11.9	14.5	10.9	13.4	16.0	11.6	13.3	12.1
	30 day	4.9	4.4	3.5	4.8	4.4	4.0	4.5	5.9	5.2	4.2	4.0	4.0	4.8	6.1	3.9	4.9	4.4
Stimulants	Lifetime	4.5	4.0	5.3	4.5	5.1	3.1	4.7	5.0	3.7	4.6	6.3	5.0	4.5	4.4	2.9	4.6	4.5
	30 day	2.0	2.1	2.4	1.8	1.5	1.3	2.3	2.1	1.7	2.2	2.1	2.1	1.9	2.9	1.6	2.0	2.0
Heroin	Lifetime	2.1	2.0	2.7	1.9	2.6	2.1	2.6	3.0	2.3	3.4	1.8	1.9	3.1	3.2	2.7	2.2	2.5
	30 day	1.1	0.9	1.2	0.8	1.5	1.1	1.3	0.8	1.2	1.6	0.5	0.7	1.4	1.8	1.3	0.9	1.2
OxyContin	Lifetime	4.1	5.2	6.7	4.5	7.8	4.7	5.7	4.4	4.8	6.1	5.3	5.0	6.6	8.4	5.0	5.2	5.7
	30 day	1.8	2.3	2.6	2.1	2.2	2.0	2.4	2.3	2.3	3.1	2.0	2.4	2.6	4.2	2.0	2.2	2.4
Prescription Drugs*	Lifetime	17.9	16.0	17.1	17.1	17.2	15.1	20.4	18.5	19.0	18.4	19.2	19.0	19.7	22.3	14.3	20.4	18.0
	30 day	8.2	7.7	7.7	8.3	6.6	6.9	10.0	8.2	8.9	9.0	9.2	9.9	9.0	10.8	5.7	9.0	8.3
Other illegal drugs	Lifetime	14.8	13.2	13.2	14.2	14.4	12.4	14.7	15.5	14.0	15.4	17.2	14.2	16.6	15.3	13.4	14.3	14.2
	30 day	8.1	7.3	7.1	8.7	9.0	7.3	8.1	7.3	7.6	7.7	9.0	7.5	8.7	9.8	6.1	7.5	7.7

** Prescription drugs not specifically prescribed for student; excludes OxyContin*

Represents the county with the lowest use rate in each category

Represents the counties with the second and third lowest use rates in each category

- The counties with the lowest prevalence rates for past-month use of smokeless tobacco are Sagadahoc (3.0%), York (3.5%), and Cumberland (3.6%).

Cigarettes – Lifetime Use

- The counties with the highest prevalence rates for lifetime cigarette use are Piscataquis (47.2%), Somerset (44.0%), and Aroostook (43.4%).

- Cumberland (33.3%), Kennebec (34.0%), and York (35.6%) are the counties with the lowest prevalence rates for lifetime use of cigarettes.

Cigarettes – Past-month Use

- Aroostook (20.1%), Piscataquis (19.4%), and Somerset (18.7%) are the counties with the highest prevalence rates for past-month use of cigarettes.

- The counties with the lowest prevalence rates for past-month use of cigarettes are York (12.8%), Cumberland (13.4%), and Kennebec (13.8%).

Alcohol – Lifetime Use

- The counties with the highest prevalence rates for lifetime alcohol use are Piscataquis (59.9%), Somerset (57.5%), and Lincoln (57.4%).

- Kennebec (50.5%), Cumberland (53.4%), and Knox (53.9%) are the counties with the lowest prevalence rates for lifetime use of alcohol.

Alcohol – Past-month Use

- Piscataquis (33.7%), Lincoln (33.6%), and Franklin (31.6%) are the counties with the highest prevalence rates for past-month use of alcohol.

- The counties with the lowest prevalence rates for past-month use of alcohol are Kennebec (26.9%), Knox (29.0%), Sagadahoc (29.2%), and Washington (29.2%).

Marijuana – Lifetime Use

- The counties with the highest prevalence rates for lifetime marijuana use are Piscataquis (37.5%), Somerset (34.1%), and Knox (33.7%).

- Aroostook (29.0%), Kennebec (29.1%), and Washington (29.1%) are the counties with the lowest prevalence rates for lifetime use of marijuana.

Marijuana – Past-month Use

- Knox (20.7%), Waldo (19.0%), and Piscataquis (18.9%) are the counties with the highest prevalence rates for past-month use of marijuana.

- The counties with the lowest prevalence rates for past-month use of marijuana are Washington (12.7%), Lincoln (15.1%), and Penobscot (16.0%).

LSD – Lifetime Use

- The counties with the highest prevalence rates for lifetime LSD use are Waldo (7.6%), Somerset (7.3%), and Piscataquis (7.1%).

- Kennebec (4.8%), Washington (4.9%), and Aroostook (5.0%) are the counties with the lowest prevalence rates for lifetime use of LSD.

LSD – Past-month Use

- Waldo (3.8%), Somerset (2.9%), and Cumberland (2.7%) are the counties with the highest prevalence rates for past-month use of LSD.

- The counties with the lowest prevalence rates for past-month use of LSD are Piscataquis (1.3%), Kennebec (1.6%), and Washington (1.6%).

Cocaine – Lifetime Use

- The counties with the highest prevalence rates for lifetime cocaine use are Waldo (6.3%), Hancock (6.1%), and Knox (5.9%).

- Kennebec (4.0%), Sagadahoc (4.0%), and Lincoln (4.1%) are the counties with the lowest prevalence rates for lifetime use of cocaine.

Cocaine – Past-month Use

- Androscoggin (3.0%), Waldo (3.0%), and Oxford (2.4%) are the counties with the highest prevalence rates for past-month use of cocaine.

- The counties with the lowest prevalence rates for past-month use of cocaine are Kennebec (1.3%), Aroostook (1.5%), and Piscataquis (1.6%).

Ecstasy – Lifetime Use

- The counties with the highest prevalence rates for lifetime Ecstasy use are York (8.3%), Lincoln (7.5%), and Somerset (7.4%).

- Aroostook (4.8%), Sagadahoc (4.8%), and Kennebec (5.3%) are the counties with the lowest prevalence rates for lifetime use of Ecstasy.

Ecstasy – Past-month Use

- Lincoln (3.4%), Penobscot (3.2%), Somerset (3.2%), and York (3.2%) are the counties with the highest prevalence rates for past-month use of Ecstasy.

- The counties with the lowest prevalence rates for past-month use of Ecstasy are Franklin (1.7%), Sagadahoc (1.8%), and Piscataquis (1.9%).

Inhalants – Lifetime Use

- The counties with the highest prevalence rates for lifetime inhalant use are Waldo (16.0%), Piscataquis (14.5%), and Oxford (14.1%).

- Cumberland (10.6%), Sagadahoc (10.9%), and Franklin (11.1%) are the counties with the lowest prevalence rates for lifetime use of inhalants.

Inhalants – Past-month Use

- Waldo (6.1%), Lincoln (5.9%), and Oxford (5.2%) are the counties with the highest prevalence rates for past-month use of inhalants.

- The counties with the lowest prevalence rates for past-month use of inhalants are Cumberland (3.5%), Washington (3.9%), Kennebec (4.0%), Piscataquis (4.0%), and Sagadahoc (4.0%).

Stimulants – Lifetime Use

- The counties with the highest prevalence rates for lifetime stimulant use are Piscataquis (6.3%), Cumberland (5.3%), and Hancock (5.1%).

- Washington (2.9%), Kennebec (3.1%), and Oxford (3.7%) are the counties with the lowest prevalence rates for lifetime use of stimulants.

Stimulants – Past-month Use

- Waldo (2.9%), Cumberland (2.4%), and Knox (2.3%) are the counties with the highest prevalence rates for past-month use of stimulants.

- The counties with the lowest prevalence rates for past-month use of stimulants are Kennebec (1.3%), Hancock (1.5%), and Washington (1.6%).

Heroin – Lifetime Use

- The counties with the highest prevalence rates for lifetime Heroin use are Penobscot (3.4%), Waldo (3.2%), and Somerset (3.1%).

- Piscataquis (1.8%), Franklin (1.9%), and Sagadahoc (1.9%) are the counties with the lowest prevalence rates for lifetime use of Heroin.

Heroin – Past-month Use

- Waldo (1.8%), Penobscot (1.6%), and Hancock (1.5%) are the counties with the highest prevalence rates for past-month use of Heroin.

- The counties with the lowest prevalence rates for past-month use of Heroin are Piscataquis (0.5%), Sagadahoc (0.7%), Franklin (0.8%), and Lincoln (0.8%).

OxyContin – Lifetime Use

- The counties with the highest prevalence rates for lifetime OxyContin use are Waldo (8.4%), Hancock (7.8%), and Cumberland (6.7%).

- Androscoggin (4.1%), Lincoln (4.4%), and Franklin (4.5%) are the counties with the lowest prevalence rates for lifetime use of OxyContin.

OxyContin – Past-month Use

- Waldo (4.2%), Penobscot (3.1%), Cumberland (2.6%), and Somerset (2.6%) are the counties with the highest prevalence rates for past-month use of OxyContin.

- The counties with the lowest prevalence rates for past-month use of OxyContin are Androscoggin (1.8%), Kennebec (2.0%), Piscataquis (2.0%), and Washington (2.0%).

Other Prescription Drugs – Lifetime Use

- The counties with the highest prevalence rates for lifetime use of other prescription drugs (prescription drugs not specifically prescribed for student, excludes OxyContin) are Waldo (22.3%), Knox (20.4%), and York (20.4%).

- Washington (14.3%), Kennebec (15.1%), and Aroostook (16.0%) are the counties with the lowest prevalence rates for lifetime use of other prescription drugs.

Other Prescription Drugs – Past-month Use

- Waldo (10.8%), Knox (10.0%), and Sagadahoc (9.9%) are the counties with the highest prevalence rates for past-month use of other prescription drugs.

- The counties with the lowest prevalence rates for past-month use of other prescription drugs are Washington (5.7%), Hancock (6.6%), and Kennebec (6.9%).

Other Illegal Drugs – Lifetime Use

- The counties with the highest prevalence rates for lifetime use of other illegal drugs are Somerset (16.6%), Lincoln (15.5%), and Penobscot (15.4%).

- Kennebec (12.4%), Aroostook (13.2%), and Cumberland (13.2%) are the counties with the lowest prevalence rates for lifetime use of other illegal drugs.

Other Illegal Drugs – Past-month Use

- Waldo (9.8%), Hancock (9.0%), and Piscataquis (9.0%) are the counties with the highest prevalence rates for past-month use of other illegal drugs.

- The counties with the lowest prevalence rates for past-month use of other illegal drugs are Washington (6.1%), Cumberland (7.1%), Aroostook (7.3%), Kennebec (7.3%), and Lincoln (7.3%).

Overall, the counties with the greatest number of high substance use prevalence rates are Waldo, Somerset, and Piscataquis (see Table 7 below).

The counties with the greatest number of low substance use prevalence rates are Kennebec, Washington, Sagadahoc, and Cumberland.

Table 7: Counties with the Highest and Lowest Prevalence Rates of Substance Use: 2002.

	Highest Prevalence of Substance Use				Lowest Prevalence of Substance Use		
	#1	#2 or 3	Total		#1	#2 or 3	Total
Androscoggin	1	0	1		2	0	2
Aroostook	1	1	2		2	5	7
Cumberland	0	5	5		3	6	9
Franklin	0	1	1		1	4	5
Hancock	0	6	6		0	2	2
Kennebec	0	0	0		8	11	19
Knox	1	5	6		0	2	2
Lincoln	1	5	6		0	5	5
Oxford	1	3	4		0	1	1
Penobscot	3	4	7		0	1	1
Piscataquis	5	6	11		3	4	7
Sagadahoc	0	1	1		3	7	10
Somerset	1	11	12		0	0	0
Waldo	13	3	16		0	0	0
Washington	0	0	0		5	7	12
York	1	2	3		1	2	3

MYDAUS Historical Comparisons of Substance Use

The MYDAUS was administered in 1995, 1996, 1998, 2000, and 2002. These earlier data provide important comparisons to the 2002 results for the purpose of monitoring any changes in drug use behaviors over time among Maine middle and high school students (see Tables 8 and 9). Although such comparisons can be useful, it is very important to note that there have been significant changes in methodology throughout the history of the survey that may have impacted the results; therefore, any comparisons between the data should be made with caution (see Appendix A for a discussion of differences in survey methodologies).

Despite these caveats, it is useful to note rate changes over the past several years:

Alcohol – Lifetime Use

- There has been a 22.8% reduction in the prevalence of lifetime alcohol use since 1995 (from 70.7% in 1995 to 54.6% in 2002), and a 3.7% reduction since 2000 (54.6%).

- The largest reductions have been in the 6th (the rate has dropped by 51.4% since 1995 and 17.9% since 2000), 7th (the rate has dropped by 49.4% since 1995 and 14.8% since 2000), and 8th (the rate has dropped by 38.0% since 1995 and 12.1% since 2000) grades.

Alcohol – Past-month Use

- There has been a 20.3% reduction in the prevalence of past-month alcohol use since 1995 (from 38.0% in 1995 to 30.3% in 2002). The rate has remained steady, however, since 2000 (30.6%).

- Similar to lifetime use of alcohol, the largest reductions in past-month use of alcohol have been with students in grades 6 (the rate has dropped by 38.6% since 1995 and 17.6% since 2000), 7 (the rate has dropped by 46.2% since 1995 and 23.0% since 2000), and 8 (the rate has dropped by 37.6% since 1995 and 9.6% since 2000).

Marijuana – Lifetime Use

- The current overall rate of lifetime marijuana use for Maine students is 30.7%, which is slightly higher than the rates in 1995 (30.3%) and 2000 (28.7%).

- While there have been reductions in the prevalence of lifetime use of marijuana since 1995 in the lower grades (6th through 9th), there have been slight increases in the rates for 10th and 11th graders since that time.

Marijuana – Past-month Use

- The current overall rate of past-month use of marijuana (17.1%) has decreased slightly since 1995 (19.4%), but has increased by 1.7 percentage points since 2000 (15.4%).

- While the largest reductions for past-month marijuana use since 1995 were in the 6th through 9th grades, the largest rate increase from 2000 to 2002 was in the 11th grade from 26.5% to 29.5%.

Cigarettes – Lifetime Use

- There has been a 28.8% reduction in the prevalence of lifetime cigarette use since 1995 (from 52.8% in 1995 to 37.6% in 2002), and an 11.3% reduction since 2000 (37.6%).

- Since 1995, the largest reductions for lifetime cigarette use have been in the 6th (52.9% reduction), 7th (50.0% reduction), and 8th (43.0% reduction) grades. Since 2000, the largest reductions have been in the 6th (31.1% reduction) and 7th (27.8% reduction) grades.

Cigarettes – Past-month Use

- There has been a 39.4% reduction in the prevalence of past-month cigarette use since 1995 (from 25.1% in 1995 to 15.2% in 2002), and a 12.1% reduction since 2000 (17.3%).

- Similar to lifetime use of cigarettes, the largest reductions in past-month use of cigarettes have been with students in grades 6 (the rate has dropped by 54.1% since 1995 and 33.3% since 2000) and 7 (the rate has dropped by 64.9% since 1995 and 34.1% since 2000).

Inhalants – Lifetime Use

- There has been a 41.8% reduction in the prevalence of lifetime inhalant use since 1995 (from 20.8% in 1995 to 12.1% in 2002), and a 9.7% reduction since 2000 (13.4%).

- Since 1995, the largest reductions for lifetime inhalant use have been in the 7th (38.1% reduction), 8th (49.0% reduction), 9th (41.4% reduction), and 10th (42.6% reduction) grades. Since 2000, the largest reductions have been in the 12th (15.9% reduction), 10th (15.2% reduction), and 6th (14.2% reduction) grades.

Inhalants – Past-month Use

- There has been a 49.4% reduction in the prevalence of past-month inhalant use since 1995 (from 8.7% in 1995 to 4.4% in 2002).

- The largest reductions in past-month use of inhalants since 1995 have been with students in grades 8 (from 16.6% in 1995 to 6.8% in 2002 – a 59.0% reduction) and 12 (from 4.3% in 1995 to 2.4% in 2002 – a 44.2% reduction).

Cocaine – Lifetime Use

- The prevalence of lifetime use of cocaine has remained mostly unchanged since 1995, however lifetime cocaine use for 11th graders increased by 56.3% since that time (from 4.8% in 1995 to 7.5% in 2002).

Cocaine – Past-month Use

- The past-month use of cocaine has shown an increase since 1995 and since 2000. The past-month use of cocaine has increased in grades 7, 10, 11 and 12 with the usage for 11th graders doubling from 1.5% in 1995 to 3.1% in 2002.

LSD – Lifetime Use

- There has been a 36.1% reduction in the prevalence of lifetime LSD use since 1995 (from 9.7% in 1995 to 6.2% in 2002).

- The largest reductions in past-month use of LSD since 1995 have been with students in the 8th (from 9.0% in 1995 to 3.9% in 2002 – a 56.7% reduction) and 9th (from 11.5% in 1995 to 5.2% in 2002 – a 54.8% reduction) grades.

LSD – Past-month Use

- There has been a 42.9% reduction in the prevalence of past-month LSD use since 1995 (from 4.2% in 1995 to 2.4% in 2002).

- The largest reductions in past-month use of LSD have been with students in grades 9 (the rate has dropped by 63.6% since 1995 and 29.4% since 2000), and 12 (the rate has dropped by 58.8% since 1995 and 36.4% since 2000).

Table 8: Prevalence of Lifetime Substance Use among the Maine Student Population in Grades 6-12: 1995-2002.

	LIFETIME USE					Percentage Change	
	1995	1996	1998	2000	2002	Since 1995	Since 2000
Alcohol							
6th grade	40.5%	36.8%	23.8%	24.0%	19.7%	-51.4%	-17.9%
7th grade	60.3%	59.1%	35.1%	35.8%	30.5%	-49.4%	-14.8%
8th grade	72.4%	69.6%	52.1%	51.1%	44.9%	-38.0%	-12.1%
9th grade	78.4%	77.2%	62.9%	63.3%	57.5%	-26.7%	-9.2%
10th grade	81.3%	84.3%	70.7%	72.8%	68.4%	-15.9%	-6.0%
11th grade	82.6%	85.8%	79.4%	77.7%	75.4%	-8.7%	-3.0%
12th grade	88.8%	87.8%	84.2%	82.1%	79.2%	-10.8%	-3.5%
Total	70.7%	68.0%	57.6%	56.7%	54.6%	-22.8%	-3.7%
Marijuana							
6th grade	4.6%	4.4%	2.2%	3.5%	3.2%	-30.4%	-9.6%
7th grade	12.8%	15.2%	6.6%	8.7%	8.5%	-33.6%	-2.3%
8th grade	26.0%	26.3%	17.2%	17.8%	18.3%	-29.6%	2.8%
9th grade	40.1%	38.3%	31.2%	31.7%	30.1%	-24.9%	-5.0%
10th grade	41.2%	50.1%	40.8%	43.1%	42.6%	3.4%	-1.2%
11th grade	46.3%	50.0%	50.6%	50.9%	51.4%	11.0%	1.0%
12th grade	56.8%	53.0%	57.7%	55.3%	55.3%	-2.6%	0.0%
Total	30.3%	29.6%	28.6%	28.7%	30.7%	1.3%	7.0%
Cigarettes							
6th grade	24.4%	22.1%	14.1%	16.7%	11.5%	-52.9%	-31.1%
7th grade	38.4%	39.1%	25.8%	26.6%	19.2%	-50.0%	-27.8%
8th grade	54.0%	51.4%	40.6%	36.1%	30.8%	-43.0%	-14.7%
9th grade	61.6%	58.9%	49.5%	46.2%	38.9%	-36.9%	-15.8%
10th grade	65.1%	67.7%	57.2%	55.5%	47.2%	-27.5%	-15.0%
11th grade	64.4%	69.3%	61.3%	61.6%	53.8%	-16.5%	-12.7%
12th grade	73.3%	67.7%	68.1%	63.0%	57.2%	-22.0%	-9.2%
Total	52.8%	50.2%	44.6%	42.4%	37.6%	-28.8%	-11.3%
Inhalants							
6th grade	12.4%	12.9%	11.7%	11.3%	9.7%	-21.8%	-14.2%
7th grade	21.5%	23.1%	14.1%	14.2%	13.3%	-38.1%	-6.3%
8th grade	29.6%	23.4%	19.6%	14.8%	15.1%	-49.0%	2.0%
9th grade	21.5%	22.0%	16.6%	14.1%	12.6%	-41.4%	-10.6%
10th grade	20.4%	22.2%	15.5%	13.8%	11.7%	-42.6%	-15.2%
11th grade	18.0%	15.5%	14.0%	12.1%	11.7%	-35.0%	-3.3%
12th grade	16.8%	13.8%	14.1%	12.6%	10.6%	-36.9%	-15.9%
Total	20.8%	19.6%	15.2%	13.4%	12.1%	-41.8%	-9.7%
Cocaine							
6th grade	1.4%	2.4%	1.4%	1.6%	1.3%	-7.1%	-18.8%
7th grade	2.9%	4.2%	1.6%	2.1%	2.4%	-17.2%	14.3%
8th grade	5.7%	5.6%	3.3%	3.8%	3.9%	-31.6%	2.6%
9th grade	5.1%	5.5%	4.6%	5.0%	4.3%	-15.7%	-14.0%
10th grade	5.9%	6.9%	5.3%	5.7%	5.8%	-1.7%	1.8%
11th grade	4.8%	4.3%	6.3%	6.7%	7.5%	56.3%	11.9%
12th grade	10.9%	5.1%	7.3%	7.9%	8.4%	-22.9%	6.3%
Total	4.9%	4.7%	4.2%	4.6%	4.9%	0.0%	6.5%

Table 8: Prevalence of Lifetime Substance Use among the Maine Student Population in Grades 6-12: 1995-2002. (Continued)

	LIFETIME USE					Percentage Change	
	1995	1996	1998	2000	2002	Since 1995	Since 2000
LSD/Psychedelics							
6th grade	1.9%	1.1%	1.0%	1.0%	0.9%	-52.6%	-10.0%
7th grade	4.0%	5.0%	1.2%	1.8%	2.0%	-50.0%	11.1%
8th grade	9.0%	8.1%	3.3%	4.1%	3.9%	-56.7%	-4.9%
9th grade	11.5%	10.0%	7.5%	7.1%	5.2%	-54.8%	-26.8%
10th grade	10.2%	15.9%	9.4%	11.0%	7.5%	-26.5%	-31.8%
11th grade	14.5%	13.5%	13.4%	13.4%	10.7%	-26.2%	-20.1%
12th grade	23.0%	15.0%	16.2%	17.2%	12.0%	-47.8%	-30.2%
Total	9.7%	8.6%	7.2%	7.6%	6.2%	-36.1%	-18.4%
MDMA/Ecstasy							
6th grade	N/A	N/A	N/A	N/A	0.8%	N/A	N/A
7th grade	N/A	N/A	N/A	N/A	2.0%	N/A	N/A
8th grade	N/A	N/A	N/A	N/A	4.3%	N/A	N/A
9th grade	N/A	N/A	N/A	N/A	6.1%	N/A	N/A
10th grade	N/A	N/A	N/A	N/A	8.3%	N/A	N/A
11th grade	N/A	N/A	N/A	N/A	11.0%	N/A	N/A
12th grade	N/A	N/A	N/A	N/A	13.1%	N/A	N/A
Total	N/A	N/A	N/A	N/A	6.7%	N/A	N/A
OxyContin							
6th grade	N/A	N/A	N/A	N/A	1.0%	N/A	N/A
7th grade	N/A	N/A	N/A	N/A	2.0%	N/A	N/A
8th grade	N/A	N/A	N/A	N/A	3.7%	N/A	N/A
9th grade	N/A	N/A	N/A	N/A	5.0%	N/A	N/A
10th grade	N/A	N/A	N/A	N/A	7.6%	N/A	N/A
11th grade	N/A	N/A	N/A	N/A	9.6%	N/A	N/A
12th grade	N/A	N/A	N/A	N/A	9.2%	N/A	N/A
Total	N/A	N/A	N/A	N/A	5.7%	N/A	N/A
Heroin							
6th grade	N/A	N/A	N/A	N/A	0.9%	N/A	N/A
7th grade	N/A	N/A	N/A	N/A	1.7%	N/A	N/A
8th grade	N/A	N/A	N/A	N/A	2.4%	N/A	N/A
9th grade	N/A	N/A	N/A	N/A	2.5%	N/A	N/A
10th grade	N/A	N/A	N/A	N/A	2.7%	N/A	N/A
11th grade	N/A	N/A	N/A	N/A	3.5%	N/A	N/A
12th grade	N/A	N/A	N/A	N/A	3.4%	N/A	N/A
Total	N/A	N/A	N/A	N/A	2.5%	N/A	N/A

Note: All increases in substance use are shaded.

Table 9: Prevalence of Past Month Substance Use among the Maine Student Population in Grades 6-12: 1995-2002.

	PREVIOUS 30-DAY USE					Percentage Change	
	1995	1996	1998	2000	2002	Since 1995	Since 2000
Alcohol							
6th grade	11.4%	9.6%	7.7%	8.5%	7.0%	-38.6%	-17.6%
7th grade	23.6%	25.4%	14.4%	16.5%	12.7%	-46.2%	-23.0%
8th grade	36.4%	35.6%	25.2%	25.1%	22.7%	-37.6%	-9.6%
9th grade	45.0%	43.7%	34.4%	35.1%	32.1%	-28.7%	-8.5%
10th grade	49.6%	51.0%	39.5%	41.7%	38.8%	-21.8%	-7.0%
11th grade	52.7%	52.0%	47.4%	43.5%	45.0%	-14.6%	3.4%
12th grade	60.7%	59.1%	53.2%	51.1%	49.1%	-19.1%	-3.9%
Total	38.0%	35.7%	31.1%	30.6%	30.3%	-20.3%	-1.0%
Marijuana							
6th grade	2.3%	1.7%	1.2%	1.7%	1.4%	-39.1%	-17.6%
7th grade	7.4%	8.6%	3.2%	4.6%	4.2%	-43.2%	-8.7%
8th grade	16.0%	17.3%	8.2%	9.9%	10.5%	-34.4%	6.1%
9th grade	28.1%	21.1%	18.5%	16.9%	16.9%	-39.9%	0.0%
10th grade	27.9%	33.2%	22.7%	23.7%	24.5%	-12.2%	3.4%
11th grade	28.9%	30.5%	28.5%	26.5%	29.5%	2.1%	11.3%
12th grade	35.8%	28.6%	30.4%	29.0%	28.8%	-19.6%	-0.7%
Total	19.4%	17.7%	15.7%	15.4%	17.1%	-11.9%	11.0%
Cigarettes							
6th grade	6.1%	5.6%	3.3%	4.2%	2.8%	-54.1%	-33.3%
7th grade	15.4%	17.7%	8.2%	8.2%	5.4%	-64.9%	-34.1%
8th grade	23.9%	23.5%	13.6%	13.5%	11.4%	-52.3%	-15.6%
9th grade	31.8%	29.3%	21.2%	18.3%	14.8%	-53.5%	-19.1%
10th grade	32.5%	37.1%	25.2%	23.7%	19.3%	-40.6%	-18.6%
11th grade	34.5%	39.0%	30.9%	27.4%	24.2%	-29.9%	-11.7%
12th grade	40.6%	33.2%	35.8%	30.9%	26.1%	-35.7%	-15.5%
Total	25.1%	24.2%	19.3%	17.3%	15.2%	-39.4%	-12.1%
Inhalants							
6th grade	6.0%	6.6%	5.6%	4.8%	4.8%	-20.0%	0.0%
7th grade	11.0%	11.9%	5.8%	7.1%	6.2%	-43.6%	-12.7%
8th grade	16.6%	11.4%	8.3%	6.4%	6.8%	-59.0%	6.3%
9th grade	7.2%	8.9%	5.9%	4.5%	4.4%	-38.9%	-2.2%
10th grade	5.3%	6.3%	3.8%	3.7%	3.6%	-32.1%	-2.7%
11th grade	5.0%	4.2%	2.6%	2.9%	2.9%	-42.0%	0.0%
12th grade	4.3%	2.5%	2.7%	2.3%	2.4%	-44.2%	4.3%
Total	8.7%	8.3%	5.1%	4.7%	4.4%	-49.4%	-6.4%
Cocaine							
6th grade	0.8%	0.6%	0.7%	0.7%	0.7%	-12.5%	0.0%
7th grade	1.6%	1.4%	0.6%	1.1%	1.2%	-25.0%	9.1%
8th grade	2.3%	1.9%	1.2%	2.1%	2.1%	-8.7%	0.0%
9th grade	2.5%	2.5%	1.7%	2.0%	1.8%	-28.0%	-10.0%
10th grade	2.0%	1.0%	1.4%	1.7%	2.4%	20.0%	41.2%
11th grade	1.5%	1.0%	1.7%	2.5%	3.1%	106.7%	24.0%
12th grade	2.3%	2.3%	1.6%	2.7%	2.9%	26.1%	7.4%
Total	1.9%	1.5%	1.3%	1.8%	2.1%	10.5%	16.7%

Table 9: Prevalence of Past Month Substance Use among the Maine Student Population in Grades 6-12: 1995-2002. (Continued)

	PREVIOUS 30-DAY USE					Percentage Change	
	1995	1996	1998	2000	2002	Since 1995	Since 2000
LSD/Psychedelics							
6th grade	1.2%	0.4%	0.6%	0.6%	0.7%	-41.7%	16.7%
7th grade	2.2%	2.5%	0.8%	1.2%	1.2%	-45.5%	0.0%
8th grade	3.6%	4.0%	1.6%	2.0%	2.3%	-36.1%	15.0%
9th grade	6.6%	4.8%	3.6%	3.4%	2.4%	-63.6%	-29.4%
10th grade	4.8%	6.2%	3.5%	3.8%	2.9%	-39.6%	-23.7%
11th grade	5.7%	5.1%	4.5%	4.5%	3.6%	-36.8%	-20.0%
12th grade	6.8%	5.2%	5.0%	4.4%	2.8%	-58.8%	-36.4%
Total	4.2%	3.7%	2.7%	2.8%	2.4%	-42.9%	-14.3%
MDMA/Ecstasy							
6th grade	N/A	N/A	N/A	N/A	0.5%	N/A	N/A
7th grade	N/A	N/A	N/A	N/A	1.1%	N/A	N/A
8th grade	N/A	N/A	N/A	N/A	2.5%	N/A	N/A
9th grade	N/A	N/A	N/A	N/A	2.7%	N/A	N/A
10th grade	N/A	N/A	N/A	N/A	3.5%	N/A	N/A
11th grade	N/A	N/A	N/A	N/A	4.2%	N/A	N/A
12th grade	N/A	N/A	N/A	N/A	3.7%	N/A	N/A
Total	N/A	N/A	N/A	N/A	2.7%	N/A	N/A
OxyContin							
6th grade	N/A	N/A	N/A	N/A	0.7%	N/A	N/A
7th grade	N/A	N/A	N/A	N/A	1.2%	N/A	N/A
8th grade	N/A	N/A	N/A	N/A	1.9%	N/A	N/A
9th grade	N/A	N/A	N/A	N/A	2.3%	N/A	N/A
10th grade	N/A	N/A	N/A	N/A	3.2%	N/A	N/A
11th grade	N/A	N/A	N/A	N/A	3.8%	N/A	N/A
12th grade	N/A	N/A	N/A	N/A	3.2%	N/A	N/A
Total	N/A	N/A	N/A	N/A	2.4%	N/A	N/A
Heroin							
6th grade	N/A	N/A	N/A	N/A	0.5%	N/A	N/A
7th grade	N/A	N/A	N/A	N/A	0.9%	N/A	N/A
8th grade	N/A	N/A	N/A	N/A	1.4%	N/A	N/A
9th grade	N/A	N/A	N/A	N/A	1.1%	N/A	N/A
10th grade	N/A	N/A	N/A	N/A	1.3%	N/A	N/A
11th grade	N/A	N/A	N/A	N/A	1.5%	N/A	N/A
12th grade	N/A	N/A	N/A	N/A	1.3%	N/A	N/A
Total	N/A	N/A	N/A	N/A	1.2%	N/A	N/A

Note: All increases in substance use are shaded.

National Comparisons

In order to provide a broader perspective on the rates of substance abuse among Maine students, the MYDAUS results were compared to those from the 2001[3] "Monitoring the Future" (MTF), a national survey. MTF is an ongoing study of the behaviors, attitudes, and values of American secondary school students, college students, and young adults. Each year, a random sample totaling approximately 50,000 in the eighth, tenth, and twelfth grades are surveyed, which provides a reliable sample for comparison. *However, because the MYDAUS and MTF surveys employ different methodologies and reflect different survey years, it is important to use caution when comparing the results*.

MYDAUS results for the following substances were lower than MTF results for 8th, 10th, and 12th graders (see Tables 10 and 11):

- Lifetime and past month use of cigarettes
- Past month use and heavy use (at least once daily in past 30 days) of smokeless tobacco
- Lifetime use of inhalants

Students taking the MYDAUS had higher prevalence rates than the national average for the following substances for students in the 8th, 10th, and 12th grades:

- Past month use of marijuana
- Past month use of inhalants
- Past month use of MDMA or ecstasy
- Lifetime and past month use of heroin

While lifetime use of alcohol is lower for 8th grade students in Maine compared to the national average (44.9% vs. 50.5%), the rate is approximately equal for 12th grade students (79.2% vs. 79.7%). Similarly, while lifetime use of smokeless tobacco is lower for Maine's 8th grade students than the national average (8.3% vs. 11.7%), the rate is roughly equivalent for 12th graders (20.3% vs. 19.7%).

Rates for binge drinking are lower than the MTF sample for 8th (10.1% vs. 13.2%) and 10th grade students (21.0% vs. 24.9%), but they are approximately equal for 12th grade students (29.5% vs. 29.7%).

Although lifetime use of marijuana is 10% lower for 8th graders in Maine compared to those in the MTF sample (18.3% vs. 20.4%), the rate is 13% higher than the national average for 12th graders (55.3% vs. 49.0%). Similarly, while lifetime use of MDMA (ecstasy) for Maine's 8th grade students is 17% lower than the national average (4.3% vs. 5.2%), the prevalence rate for Maine's 12th graders is higher than the MTF sample (13.1% vs. 11.7%).

[3] This is the latest data available for the MTF survey.

Table 10: Prevalence of Lifetime and Past Month Substance Use among the Maine Student Population versus the National Student Population: 2001/2002.

		LIFETIME		PAST MONTH	
		MYDAUS 2002	**MTF 2001**	**MYDAUS 2002**	**MTF 2001**
ALCOHOL	8th grade	44.9%	50.5%	22.7%	21.5%
	10th grade	68.4%	70.1%	38.8%	39.0%
	12th grade	79.2%	79.7%	49.1%	49.8%
MARIJUANA	8th grade	18.3%	20.4%	10.5%	9.2%
	10th grade	42.6%	40.1%	24.5%	19.8%
	12th grade	55.3%	49.0%	28.8%	22.4%
CIGARETTES	8th grade	30.8%	36.6%	11.4%	12.2%
	10th grade	47.2%	52.8%	19.3%	21.3%
	12th grade	57.2%	61.0%	26.1%	29.5%
SMOKELESS TOBACCO	8th grade	8.3%	11.7%	3.7%	4.0%
	10th grade	13.9%	19.5%	5.2%	6.9%
	12th grade	20.3%	19.7%	6.7%	7.8%
MDMA (Ecstasy)	8th grade	4.3%	5.2%	2.5%	1.8%
	10th grade	8.3%	8.0%	3.5%	2.6%
	12th grade	13.1%	11.7%	3.7%	2.8%
INHALANTS	8th grade	15.1%	17.1%	6.8%	4.0%
	10th grade	11.7%	15.2%	3.6%	2.4%
	12th grade	10.6%	13.0%	2.4%	1.7%
HEROIN	8th grade	2.4%	1.7%	1.4%	0.6%
	10th grade	2.7%	1.7%	1.3%	0.3%
	12th grade	3.4%	1.8%	1.3%	0.4%
LSD/ Psychedelics*	8th grade	3.9%	4.0%	2.3%	1.2%
	10th grade	7.5%	7.8%	2.9%	2.1%
	12th grade	12.0%	12.8%	2.8%	3.2%

** MYDAUS asked about use of LSD or other psychedelics; MTF asked about use of hallucinogens, including LSD.*

Table 11: Prevalence of Heavy Substance Use among the Maine Student Population versus the National Student Population: 2001/2002.

			HEAVY USE	
			MYDAUS 2002	**MTF 2001**
BINGE DRINKING (PREVIOUS 2 WEEKS)	8th grade		10.1%	13.2%
	10th grade		21.0%	24.9%
	12th grade		29.5%	29.7%
CIGARETTES (1/2 PACK OR MORE PER DAY IN PAST 30 DAYS)	8th grade		2.5%	2.3%
	10th grade		6.7%	5.5%
	12th grade		11.3%	10.3%
SMOKELESS TOBACCO (AT LEAST ONCE DAILY IN PAST 30 DAYS)	8th grade		0.9%	1.2%
	10th grade		1.4%	2.2%
	12th grade		2.5%	2.8%

RISK & PROTECTIVE FACTORS

Social research has identified numerous and interrelated factors that increase or decrease the probability of alcohol, tobacco, and other drug use and related problems among youths. These risk and protective factors are found at multiple levels, including the school, the individual and his/her peer group, the community, and the family (Hawkins et al., 1992; Kandel et al., 1986; Newcomb & Felix-Oriz, 1992). Identification of specific populations in which risk factors are high and protective factors are low permits identification of prevention needs and facilitates targeted programming toward the reduction of risk factors and the enhancement of protective factors (Hawkins et al., 1997).

Risk factors are characteristics of school, community, and family environments, and characteristics of students and their peer groups that are known to predict increased likelihood of drug use, delinquency, and violent behaviors among youth (Hawkins, Catalano & Miller, 1992; Hawkins, Arthur & Catalano, 1995; Brewer, Hawkins, Catalano & Neckerman, 1995; Lipsey & Derzon, 1998). For example, children who live in disorganized, crime-ridden neighborhoods are more likely to become involved in crime and drug use than children who live in safer neighborhoods.

Protective factors exert a positive influence or buffer against the negative influence of risk, thus reducing the likelihood that adolescents will engage in problem behaviors. Protective factors identified through research reviewed by the Social Development Research Group (SDRG), University of Washington, Seattle, include individual characteristics; social bonding to family, school, community and peers; and healthy beliefs and clear standards for behavior. For bonding to serve as a protective influence, it must occur through involvement with peers and adults who communicate healthy values and set clear standards for behavior.

The data for risk and protective factor scales are computed as cut-points. The cut-point for a risk scale is the point at which a score on the scale predicts negative outcomes. The cut-point of a protective factor scale is the point at which a score on the scale predicts positive outcomes. Cut-points were determined by dividing youth from a large seven-state data set (all using the survey) into two groups – those with high scores on negative survey outcome areas, and those with low scores in these same areas. Then, each risk factor scale was tested statistically to determine the point at which it significantly predicted membership in the group with high negative outcomes. Protective factor scales were treated in the same way, except they were tested to determine the point at which a scale significantly predicted membership in the group with low scores on the survey outcome areas. For example, approximately 46% of the students were at or above the cut point on the risk scale, “lower academic achievement”. This can be interpreted to mean that approximately 46% of the students showed a level of academic failure indicative of negative outcomes.

The following section outlines Maine students’ reported experience of risk and protective factors measured by the Maine Youth Drug and Alcohol Use Survey. Please note that percentages for risk factors represent the percent of students in each grade (6, 8, 10, 12) who are at “elevated risk” or “elevated protection” in each noted factor because of student responses to particular questions associated with the indicators. See Appendix B for the definitions of the risk and protective factors and the questions associated with them.

Risk Factors

The greatest proportion (40.0% or more) of Maine students in the 6th, 8th, 10th, and 12th grades are at risk due to the following factors:

- Rewards for antisocial involvement (56.1%)
- Low school commitment (50.4%)
- Sensation seeking (47.7%)
- Lower academic achievement (46.5%)
- Poor family management (46.3%)
- Laws and norms favorable to drugs (46.1%)
- Attitudes favorable to antisocial behavior (45.7%)
- Antisocial peers (44.6%)
- Perceived availability of drugs (42.9%)
- Low neighborhood attachment (42.7%)
- Perceived risk of drug use (42.1%)
- Parental attitudes favor antisocial behavior (40.4%)

Students show more moderate levels of risk (30.0% to 39.9% "at risk") for the following risk factors:

- Rebelliousness (39.7%)
- Peers' drug use (39.1%)
- Transitions and mobility (38.9%)
- High community disorganization (38.8%)
- Intentions to use drugs (38.8%)
- Family history of antisocial behavior (38.3%)
- High family conflict (37.0%)
- Attitudes favorable to drug use (36.8%)
- Early initiation of drug use (33.7%)
- Parental attitudes favor drug use (32.1%)

Maine students are lowest on the following risk factors (less than 30.0% "at risk"):

- Early initiation of antisocial behavior (26.6%)
- Perceived availability of handguns (26.6%)
- Gang involvement (15.7%)

Protective Factors

The greatest proportion (60.0% or more) of Maine students in the 6th, 8th, 10th, and 12th grades are protected due to the following factors:

- School opportunities for involvement (63.7%)
- Belief in the moral order (63.3%)
- Social skills (61.3%)

Students show more moderate levels of protection (50.0% to 59.9% "protected") for the following protective factors:

- Family rewards for involvement (58.2%)
- School rewards for pro-social involvement (57.3%)
- Family opportunities for involvement (55.7%)
- Family attachment (53.1%)

Maine students are lowest on the following protective factors (less than 50.0% "protected"):

- Community opportunities for involvement (48.3%)
- Community rewards for involvement (44.7%)
- Religiosity (41.3%)

Risk & Protective Factors – Differences by Grade

Most risk and protective factors do not incrementally increase or decrease by grade (see Table 12). There are, however, several exceptions.

The following risk factors increase with grade:

- Perceived availability of drugs
- Poor family management
- Parental attitudes favor drug use
- Parental attitudes favor antisocial behavior
- Early initiation of drug use
- Attitudes favorable to drug use
- Perceived risk of drug use
- Sensation seeking

The only risk factor that decreases with age is "gang involvement", which decreases slightly by grade; the only protective factor that decreases with grade is "family opportunities for involvement". There are no protective factors that increase with grade.

Table 12: Prevalence of the Maine Student Population (Grades 6, 8, 10, and 12) Considered to be "At Risk" by Grade, Gender, and Gender within Grade: 2002.

	6th grade	8th grade	10th grade	12th grade	Female	Male	6th grade		8th grade		10th grade		12th grade		State*
							F	M	F	M	F	M	F	M	
Low Neighborhood Attachment	37.3	36.9	45.4	50.2	43.5	41.5	35.3	39.1	37.8	36.2	48.0	43.1	52.8	48.0	42.7
High Community Disorganization	30.7	32.7	46.3	43.3	38.2	38.5	28.6	32.7	33.7	32.1	47.1	44.7	42.1	44.1	38.8
Transitions and Mobility	42.7	37.4	40.2	35.4	39.6	38.1	42.6	42.6	37.8	36.9	41.3	39.2	36.5	33.8	38.9
Laws and Norms Favorable to Drugs	41.2	39.3	51.5	50.9	42.1	49.1	37.0	45.2	35.6	42.7	47.9	54.7	47.6	53.3	46.1
Perceived Availability of Drugs	26.9	36.7	50.1	55.2	42.2	42.4	23.8	29.7	37.4	35.8	51.0	48.8	55.3	55.2	42.9
Perceived Availability of Handguns	20.6	38.0	22.2	25.5	22.2	31.1	17.9	23.1	34.3	41.5	17.0	26.8	18.8	32.8	26.6
Poor Family Management	36.4	47.3	48.2	51.7	41.0	51.0	29.7	43.0	43.3	51.2	44.2	52.3	45.5	57.1	46.3
High Family Conflict	33.6	45.1	36.5	32.3	39.7	34.6	33.1	34.5	48.3	41.5	41.0	32.3	39.7	29.7	37.0
Family History of Antisocial Behavior	30.6	36.8	42.8	41.4	39.5	36.7	30.8	30.4	38.9	34.4	45.4	40.6	41.6	40.7	38.3
Parental Attitudes Favor Drug Use	11.2	24.2	42.2	46.4	29.2	33.4	9.0	134	22.5	25.3	40.6	43.6	42.5	49.5	32.1

Note: Prevalence rates for males are highlighted to make the chart easier to read.
** State average reflects those in the 6th, 8th, 10th, and 12th grades only.*

Table 12: Prevalence of the Maine Student Population (Grades 6, 8, 10, and 12) Considered to be "At Risk" by Grade, Gender, and Gender within Grade: 2002. (Continued)

	6th grade	8th grade	10th grade	12th grade	Female	Male	6th grade		8th grade		10th grade		12th grade		State*
							F	M	F	M	F	M	F	M	
Parental Attitudes Favor Antisocial Behavior	25.5	38.8	46.5	47.7	35.9	44.0	20.8	30.3	36.1	41.6	43.1	50.1	41.7	52.5	40.4
Lower Academic Achievement	42.7	49.1	50.2	43.1	42.1	50.1	38.8	46.4	44.8	52.5	46.6	53.1	37.1	47.9	46.5
Low School Commitment	47.9	52.3	51.5	49.8	42.9	56.8	38.7	56.4	44.9	59.0	44.3	57.1	43.7	54.2	50.4
Rebelliousness	44.6	35.6	40.0	38.7	34.4	44.5	37.1	51.8	33.1	37.7	35.9	43.5	31.2	45.6	39.7
Early Initiation of Antisocial Behavior	15.0	27.2	31.9	31.5	16.5	35.9	7.2	22.4	16.9	37.0	20.9	42.4	21.0	41.8	26.6
Early Initiation of Drug Use	25.0	31.1	38.1	40.2	31.0	35.7	20.1	29.7	29.9	31.9	36.7	39.1	37.6	42.9	33.7
Attitudes Favorable to Antisocial Behavior	40.8	41.8	50.5	49.2	40.1	50.5	34.8	46.4	37.8	45.8	45.3	55.5	42.6	54.7	45.7
Attitudes Favorable to Drug Use	19.7	31.6	46.4	48.4	33.3	38.9	16.8	22.2	30.1	32.8	43.5	48.6	43.0	53.0	36.8
Perceived Risk of Drug Use	26.3	40.8	46.0	54.1	36.3	46.5	25.0	27.6	37.1	44.4	38.6	52.5	44.8	62.0	42.1
Antisocial Peers	29.0	45.7	51.4	51.1	36.2	51.7	20.6	37.1	36.6	54.4	44.7	57.0	43.1	58.4	44.6

Note: Prevalence rates for males are highlighted to make the chart easier to read.
** State average reflects those in the 6th, 8th, 10th, and 12th grades only.*

Table 12: Prevalence of the Maine Student Population (Grades 6, 8, 10, and 12) Considered to be "At Risk" by Grade, Gender, and Gender within Grade: 2002. (Continued)

	6th grade	8th grade	10th grade	12th grade	Female	Male	6th grade		8th grade		10th grade		12th grade		State*
							F	M	F	M	F	M	F	M	
Peers' Drug Use	21.8	39.3	47.9	45.7	37.5	39.4	20.8	22.7	38.4	39.5	47.9	47.6	42.6	48.0	39.1
Sensation Seeking	44.0	46.7	49.3	50.5	36.9	57.4	33.5	53.9	38.2	54.6	38.2	58.9	37.7	62.9	47.7
Rewards for Antisocial Involvement	53.9	55.8	51.9	63.6	58.0	54.3	54.5	53.2	59.0	52.8	54.3	50.3	65.1	62.1	56.1
Gang Involvement	17.5	16.2	15.5	13.7	12.6	18.7	14.4	20.5	14.0	18.2	12.3	18.7	9.2	17.3	15.7
Intentions to Use Drugs	44.3	29.9	45.6	34.8	36.0	40.9	40.6	48.1	28.1	31.3	44.1	46.3	30.9	38.0	38.8

Note: Prevalence rates for males are highlighted to make the chart easier to read.
** State average reflects those in the 6th, 8th, 10th, and 12th grades only.*

Table 13: Prevalence of the Maine Student Population (Grades 6, 8, 10, and 12) Considered to be "Protected" by Grade, Gender, and Gender within Grade: 2002.

	6th grade	8th grade	10th grade	12th grade	Female	Male	6th grade		8th grade		10th grade		12th grade		State*
							F	M	F	M	F	M	F	M	
Community Opportunities for Involvement	54.6	51.2	44.3	44.5	49.3	48.0	57.1	52.0	52.3	50.4	45.2	44.1	43.8	46.3	48.3
Community Rewards for Involvement	51.8	36.0	44.2	47.9	46.5	43.2	57.4	46.6	38.0	34.2	44.4	44.0	47.6	48.8	44.7
Family Attachment	60.0	51.2	44.5	59.0	53.6	53.3	61.0	59.1	49.6	53.1	44.9	44.9	61.2	58.1	53.1
Family Opportunities for Involvement	61.2	58.4	52.4	52.1	57.2	55.1	65.0	57.7	57.5	59.6	53.3	52.3	54.3	51.2	55.7
Family Rewards for Involvement	59.6	62.8	55.1	56.0	60.4	56.6	63.6	55.4	63.4	62.5	55.6	54.8	59.6	53.4	58.2
School Opportunities for Involvement	65.6	64.7	62.1	62.6	66.8	61.3	69.1	62.3	68.1	61.6	64.7	60.2	65.5	61.3	63.7
School Rewards for Pro-social Involvement	59.2	52.3	63.7	53.3	59.4	55.6	62.8	55.8	54.9	50.0	65.5	62.1	53.6	53.9	57.3
Religiosity	42.5	35.8	30.2	58.5	43.5	38.4	45.9	39.1	38.1	33.6	31.9	28.2	60.3	55.8	41.3
Social Skills	74.7	62.7	50.0	59.7	70.2	53.3	82.9	66.4	69.7	56.1	57.7	42.6	71.9	48.6	61.3
Belief in the Moral Order	67.9	63.1	66.7	55.2	73.2	54.5	77.8	57.9	70.6	56.0	75.4	59.1	68.6	43.3	63.3

Note: Prevalence rates for males are highlighted to make the chart easier to read.
** State average reflects those in the 6th, 8th, 10th, and 12th grades only.*

Risk & Protective Factors – Differences by Gender

Table 12 also illustrates that generally, risk factors are higher for male students than they are for female students. Exceptions to this are as follows:

Risk factors where there are no differences by gender:

- High community disorganization
- Perceived availability of drugs

Risk factors where females are more "at risk" than males:

- Low neighborhood attachment
- Transitions and mobility
- High family conflict
- Family history of antisocial behavior
- Rewards for antisocial involvement

Female students are more "protected" than male students for each of the protective factors, with the exception of "family attachment" for which there is no difference between genders.

Risk & Protective Factors – Differences by County

Overall, the counties with the greatest number of high risk and low protective scores are Piscataquis, Waldo, and Oxford (see Tables 14, 16, and 18).

The counties with the highest number of low risk and high protective scores are Cumberland, Kennebec, and Sagadahoc (see Tables 15, 17, and 18).

Table 14: Highest Prevalence of the Maine Student Population (Grades 6, 8, 10, and 12) Considered to be "At Risk" by County: 2002.

	Andr	Aroo	Cumb	Fran	Hanc	Kenn	Knox	Linc	Oxfo	Peno	Pisc	Saga	Some	Wald	Wash	York	State
Low Neighborhood Attachment	43.8	44.7	40.5	44.2	44.3	40.5	44.0	48.2	48.7	39.2	49.1	43.1	46.5	45.7	46.5	41.6	42.7
High Community Disorganization	39.0	42.9	28.6	39.0	44.5	35.5	37.4	39.1	48.6	42.5	58.4	35.9	49.0	45.3	62.6	35.9	38.8
Transitions and Mobility	41.0	29.5	41.1	32.6	40.0	37.0	41.9	32.5	40.7	38.1	33.3	40.4	42.0	31.5	31.1	42.8	38.9
Laws and Norms Favorable to Drugs	45.9	45.3	38.3	52.1	49.1	43.1	49.3	47.1	55.4	47.3	56.0	47.9	50.4	55.7	57.7	45.8	46.0
Perceived Availability of Drugs	42.7	48.4	40.1	44.4	47.0	38.8	43.9	43.2	44.5	43.7	51.4	41.9	43.0	38.8	52.6	42.7	42.9
Perceived Availability of Handguns	26.4	31.6	19.5	30.9	33.2	25.3	24.3	25.3	31.2	31.1	35.5	23.9	28.0	29.0	36.6	25.4	26.6
Poor Family Management	47.7	44.5	44.9	45.1	47.4	46.9	50.4	49.5	50.4	43.8	49.6	47.1	47.6	44.9	44.5	46.9	46.3
High Family Conflict	40.1	33.8	37.0	37.9	36.7	34.6	34.8	38.9	40.2	34.2	36.4	36.0	36.9	39.3	34.7	39.3	37.0
Family History of Antisocial Behavior	39.2	41.1	33.7	41.3	41.4	33.4	39.2	40.0	43.8	38.9	47.8	37.8	43.9	43.4	44.2	37.9	38.3
Parental Attitudes Favor Drug Use	32.3	33.0	29.5	36.3	33.0	27.9	32.6	33.1	37.5	34.5	32.2	29.5	34.9	34.3	33.6	31.8	32.1

Represents the county with the highest rate in each category

Represents the counties with the second and third highest rates in each category

Table 14: Highest Prevalence of the Maine Student Population (Grades 6, 8, 10, and 12) Considered to be "At Risk" by County: 2002. (Continued)

	Andr	Aroo	Cumb	Fran	Hanc	Kenn	Knox	Linc	Oxfo	Peno	Pisc	Saga	Some	Wald	Wash	York	State
Parental Attitudes Favor Antisocial Behavior	40.5	39.0	38.1	42.3	40.4	36.6	43.7	43.4	41.8	41.1	42.9	40.0	42.5	44.1	44.2	41.4	40.3
Lower Academic Achievement	47.7	44.8	43.7	44.5	48.5	46.8	41.6	49.5	51.9	45.6	49.3	44.5	48.7	51.2	48.3	47.3	46.5
Low School Commitment	50.3	51.5	48.9	50.2	52.4	49.8	56.9	52.1	54.0	49.3	55.8	49.5	47.8	53.8	51.3	50.1	50.4
Rebelliousness	41.3	42.1	37.1	38.7	39.4	38.1	39.5	42.4	41.6	41.3	40.3	37.4	40.0	42.1	40.9	40.2	39.7
Early Initiation of Antisocial Behavior	28.5	24.4	24.4	23.8	29.3	23.7	22.8	26.3	30.9	27.2	27.0	27.2	29.7	29.5	30.4	27.5	26.6
Early Initiation of Drug Use	34.7	36.4	29.8	36.2	35.0	31.7	34.0	32.1	33.2	35.7	40.4	34.0	38.7	36.4	37.2	33.8	33.7
Attitudes Favorable to Antisocial Behavior	45.9	40.0	44.2	43.9	46.7	43.9	53.0	48.5	45.7	46.1	51.0	48.8	43.1	47.6	48.0	47.8	45.7
Attitudes Favorable to Drug Use	35.9	36.9	35.8	36.5	39.4	36.9	39.8	40.9	36.5	35.8	44.5	35.9	36.8	38.7	37.1	36.6	36.8
Perceived Risk of Drug Use	43.5	41.7	38.1	42.7	47.1	40.8	45.6	41.0	45.2	42.8	50.5	41.1	44.2	47.3	46.1	41.7	42.1
Antisocial Peers	48.2	42.3	41.5	44.4	46.7	41.9	44.9	39.2	49.5	43.3	44.9	45.8	48.1	48.3	46.1	47.0	44.6

Represents the county with the highest rate in each category

Represents the counties with the second and third highest rates in each category

Table 14: Highest Prevalence of the Maine Student Population (Grades 6, 8, 10, and 12) Considered to be "At Risk" by County: 2002. (Continued)

	Andr	Aroo	Cumb	Fran	Hanc	Kenn	Knox	Linc	Oxfo	Peno	Pisc	Saga	Some	Wald	Wash	York	State
Peers' Drug Use	40.6	42.5	37.4	38.2	40.5	36.7	46.4	36.8	40.9	36.6	46.7	35.7	43.5	39.1	40.0	39.6	39.1
Sensation Seeking	47.4	46.2	46.8	47.8	48.3	46.1	47.7	52.2	50.1	48.3	47.1	48.7	45.4	46.1	45.2	49.4	47.7
Rewards for Antisocial Involvement	59.4	55.6	56.9	47.5	63.0	47.2	79.5	55.9	46.0	59.9	50.1	45.1	51.7	60.4	63.1	57.4	56.1
Gang Involvement	17.3	14.9	13.8	15.8	17.6	15.8	15.3	18.3	19.2	14.8	14.6	13.7	15.4	20.6	15.2	16.2	15.7
Intentions to Use Drugs	38.9	40.0	38.2	38.1	39.7	34.8	44.1	44.0	37.3	37.9	42.7	37.1	38.2	41.0	38.8	40.3	38.8

Represents the county with the highest rate in each category

Represents the counties with the second and third highest rates in each category

Table 15: Lowest Prevalence of the Maine Student Population (Grades 6, 8, 10, and 12) Considered to be "At Risk" by County: 2002.

	Andr	Aroo	Cumb	Fran	Hanc	Kenn	Knox	Linc	Oxfo	Peno	Pisc	Saga	Some	Wald	Wash	York	State
Low Neighborhood Attachment	43.8	44.7	40.5	44.2	44.3	40.5	44.0	48.2	48.7	39.2	49.1	43.1	46.5	45.7	46.5	41.6	42.7
High Community Disorganization	39.0	42.9	28.6	39.0	44.5	35.5	37.4	39.1	48.6	42.5	58.4	35.9	49.0	45.3	62.6	35.9	38.8
Transitions and Mobility	41.0	29.5	41.1	32.6	40.0	37.0	41.9	32.5	40.7	38.1	33.3	40.4	42.0	31.5	31.1	42.8	38.9
Laws and Norms Favorable to Drugs	45.9	45.3	38.3	52.1	49.1	43.1	49.3	47.1	55.4	47.3	56.0	47.9	50.4	55.7	57.7	45.8	46.0
Perceived Availability of Drugs	42.7	48.4	40.1	44.4	47.0	38.8	43.9	43.2	44.5	43.7	51.4	41.9	43.0	38.8	52.6	42.7	42.9
Perceived Availability of Handguns	26.4	31.6	19.5	30.9	33.2	25.3	24.3	25.3	31.2	31.1	35.5	23.9	28.0	29.0	36.6	25.4	26.6
Poor Family Management	47.7	44.5	44.9	45.1	47.4	46.9	50.4	49.5	50.4	43.8	49.6	47.1	47.6	44.9	44.5	46.9	46.3
High Family Conflict	40.1	33.8	37.0	37.9	36.7	34.6	34.8	38.9	40.2	34.2	36.4	36.0	36.9	39.3	34.7	39.3	37.0
Family History of Antisocial Behavior	39.2	41.1	33.7	41.3	41.4	33.4	39.2	40.0	43.8	38.9	47.8	37.8	43.9	43.4	44.2	37.9	38.3
Parental Attitudes Favor Drug Use	32.3	33.0	29.5	36.3	33.0	27.9	32.6	33.1	37.5	34.5	32.2	29.5	34.9	34.3	33.6	31.8	32.1

Represents the county with the lowest rate in each category

Represents the counties with the second and third lowest rates in each category

Table 15: Lowest Prevalence of the Maine Student Population (Grades 6, 8, 10, and 12) Considered to be "At Risk" by County: 2002. (Continued)

	Andr	Aroo	Cumb	Fran	Hanc	Kenn	Knox	Linc	Oxfo	Peno	Pisc	Saga	Some	Wald	Wash	York	State
Parental Attitudes Favor Antisocial Behavior	40.5	39.0	38.1	42.3	40.4	36.6	43.7	43.4	41.8	41.1	42.9	40.0	42.5	44.1	44.2	41.4	40.3
Lower Academic Achievement	47.7	44.8	43.7	44.5	48.5	46.8	41.6	49.5	51.9	45.6	49.3	44.5	48.7	51.2	48.3	47.3	46.5
Low School Commitment	50.3	51.5	48.9	50.2	52.4	49.8	56.9	52.1	54.0	49.3	55.8	49.5	47.8	53.8	51.3	50.1	50.4
Rebelliousness	41.3	42.1	37.1	38.7	39.4	38.1	39.5	42.4	41.6	41.3	40.3	37.4	40.0	42.1	40.9	40.2	39.7
Early Initiation of Antisocial Behavior	28.5	24.4	24.4	23.8	29.3	23.7	22.8	26.3	30.9	27.2	27.0	27.2	29.7	29.5	30.4	27.5	26.6
Early Initiation of Drug Use	34.7	36.4	29.8	36.2	35.0	31.7	34.0	32.1	33.2	35.7	40.4	34.0	38.7	36.4	37.2	33.8	33.7
Attitudes Favorable to Antisocial Behavior	45.9	40.0	44.2	43.9	46.7	43.9	53.0	48.5	45.7	46.1	51.0	48.8	43.1	47.6	48.0	47.8	45.7
Attitudes Favorable to Drug Use	35.9	36.9	35.8	36.5	39.4	36.9	39.8	40.9	36.5	35.8	44.5	35.9	36.8	38.7	37.1	36.6	36.8
Perceived Risk of Drug Use	43.5	41.7	38.1	42.7	47.1	40.8	45.6	41.0	45.2	42.8	50.5	41.1	44.2	47.3	46.1	41.7	42.1
Antisocial Peers	48.2	42.3	41.5	44.4	46.7	41.9	44.9	39.2	49.5	43.3	44.9	45.8	48.1	48.3	46.1	47.0	44.6

Represents the county with the lowest rate in each category

Represents the counties with the second and third lowest rates in each category

Table 15: Lowest Prevalence the Maine Student Population (Grades 6, 8, 10, and 12) Considered to be "At Risk" by County: 2002. (Continued)

	Andr	Aroo	Cumb	Fran	Hanc	Kenn	Knox	Linc	Oxfo	Peno	Pisc	Saga	Some	Wald	Wash	York	State
Peers' Drug Use	40.6	42.5	37.4	38.2	40.5	36.7	46.4	36.8	40.9	36.6	46.7	35.7	43.5	39.1	40.0	39.6	39.1
Sensation Seeking	47.4	46.2	46.8	47.8	48.3	46.1	47.7	52.2	50.1	48.3	47.1	48.7	45.4	46.1	45.2	49.4	47.7
Rewards for Antisocial Involvement	59.4	55.6	56.9	47.5	63.0	47.2	79.5	55.9	46.0	59.9	50.1	45.1	51.7	60.4	63.1	57.4	56.1
Gang Involvement	17.3	14.9	13.8	15.8	17.6	15.8	15.3	18.3	19.2	14.8	14.6	13.7	15.4	20.6	15.2	16.2	15.7
Intentions to Use Drugs	38.9	40.0	38.2	38.1	39.7	34.8	44.1	44.0	37.3	37.9	42.7	37.1	38.2	41.0	38.8	40.3	38.8

Represents the county with the lowest rate in each category

Represents the counties with the second and third lowest rates in each category

Table 16: Lowest Prevalence of the Maine Student Population (Grades 6, 8, 10, and 12) Considered to be "Protected" by County: 2002.

	Andr	Aroo	Cumb	Fran	Hanc	Kenn	Knox	Linc	Oxfo	Peno	Pisc	Saga	Some	Wald	Wash	York	State
Community Opportunities for Involvement	46.8	50.0	51.6	49.0	50.3	49.9	50.1	46.0	49.1	49.2	41.2	43.8	44.0	41.4	44.1	46.1	48.3
Community Rewards for Involvement	38.8	50.5	44.7	46.5	42.8	44.8	42.5	48.1	45.8	47.9	47.7	42.9	46.5	45.1	56.3	40.3	44.7
Family Attachment	50.7	54.5	55.9	52.6	50.2	52.7	55.0	44.6	51.1	54.6	50.4	54.5	48.5	50.5	53.1	53.5	53.1
Family Opportunities for Involvement	54.0	55.4	57.9	55.0	54.0	57.3	54.8	51.6	53.3	56.0	51.5	57.4	53.2	51.2	55.0	56.3	55.7
Family Rewards for Involvement	56.8	59.3	61.7	56.8	56.6	58.2	56.3	50.9	55.2	59.5	55.7	62.1	56.3	54.1	59.7	56.4	58.2
School Opportunities for Involvement	63.1	62.8	66.0	62.3	58.3	63.1	58.1	58.2	61.5	67.2	55.3	61.6	67.0	55.6	61.1	65.5	63.7
School Rewards for Pro-social Involvement	55.4	57.0	58.4	56.8	57.4	56.2	56.2	56.8	55.3	59.9	53.2	59.2	60.9	53.8	61.3	55.7	57.3
Religiosity	38.5	59.4	43.6	40.0	36.9	40.6	38.8	38.4	34.7	41.3	46.6	35.3	36.7	30.9	46.7	40.6	41.3
Social Skills	60.6	62.7	62.9	61.4	58.8	65.3	61.5	59.3	59.4	61.0	54.2	61.6	59.6	60.4	57.4	60.1	61.3
Belief in the Moral Order	63.5	66.0	64.7	65.2	60.1	65.7	63.7	61.7	59.3	64.0	59.4	62.2	65.1	60.2	60.6	61.8	63.3

Represents the county with the **lowest** rate in each category

Represents the counties with the second and third **lowest** rates in each category

Table 17: Highest Prevalence of the Maine Student Population (Grades 6, 8, 10, and 12) Considered to be "Protected" by County: 2002.

	Andr	Aroo	Cumb	Fran	Hanc	Kenn	Knox	Linc	Oxfo	Peno	Pisc	Saga	Some	Wald	Wash	York	State
Community Opportunities for Involvement	46.8	50.0	51.6	49.0	50.3	49.9	50.1	46.0	49.1	49.2	41.2	43.8	44.0	41.4	44.1	46.1	48.3
Community Rewards for Involvement	38.8	50.5	44.7	46.5	42.8	44.8	42.5	48.1	45.8	47.9	47.7	42.9	46.5	45.1	56.3	40.3	44.7
Family Attachment	50.7	54.5	55.9	52.6	50.2	52.7	55.0	44.6	51.1	54.6	50.4	54.5	48.5	50.5	53.1	53.5	53.1
Family Opportunities for Involvement	54.0	55.4	57.9	55.0	54.0	57.3	54.8	51.6	53.3	56.0	51.5	57.4	53.2	51.2	55.0	56.3	55.7
Family Rewards for Involvement	56.8	59.3	61.7	56.8	56.6	58.2	56.3	50.9	55.2	59.5	55.7	62.1	56.3	54.1	59.7	56.4	58.2
School Opportunities for Involvement	63.1	62.8	66.0	62.3	58.3	63.1	58.1	58.2	61.5	67.2	55.3	61.6	67.0	55.6	61.1	65.5	63.7
School Rewards for Pro-social Involvement	55.4	57.0	58.4	56.8	57.4	56.2	56.2	56.8	55.3	59.9	53.2	59.2	60.9	53.8	61.3	55.7	57.3
Religiosity	38.5	59.4	43.6	40.0	36.9	40.6	38.8	38.4	34.7	41.3	46.6	35.3	36.7	30.9	46.7	40.6	41.3
Social Skills	60.6	62.7	62.9	61.4	58.8	65.3	61.5	59.3	59.4	61.0	54.2	61.6	59.6	60.4	57.4	60.1	61.3
Belief in the Moral Order	63.5	66.0	64.7	65.2	60.1	65.7	63.7	61.7	59.3	64.0	59.4	62.2	65.1	60.2	60.6	61.8	63.3

Represents the county with the **highest** rate in each category

Represents the counties with the second and third **highest** rates in each category

Table 18: Counties with the Highest and Lowest Prevalence of Risk and Protective Factors: 2002.

	Highest Risk or Lowest Protective				Lowest Risk or Highest Protective		
	#1	#2 or 3	Total		#1	#2 or 3	Total
Androscoggin	1	2	3		0	1	1
Aroostook	0	2	2		4	5	9
Cumberland	0	0	0		10	12	22
Franklin	0	1	1		0	4	4
Hancock	0	6	6		0	1	1
Kennebec	0	0	0		6	14	20
Knox	5	6	11		2	3	5
Lincoln	4	7	11		1	3	4
Oxford	7	7	14		0	2	2
Penobscot	0	0	0		4	5	9
Piscataquis	10	9	19		0	2	2
Sagadahoc	0	3	3		4	10	14
Somerset	0	8	8		1	4	5
Waldo	3	12	15		1	1	2
Washington	5	4	9		4	3	7
York	1	3	4		0	1	1

PROHIBITED BEHAVIORS

In Maine, the most common prohibited behaviors 6th through 12th grade students have participated in within the last year are drinking or being high at school, attacking someone with the idea of seriously hurting them, and being suspended from school.

- Within the 12 months prior to the administration of the survey, 15.9% of students have been drunk or high at school, 14.0% have attacked someone with the idea of seriously hurting them, and 10.5% have been suspended from school.

Other prohibited behaviors that Maine students participated in within the 12 months preceding the survey include selling illegal drugs (8.7%) and being arrested (5.5%). In the year prior to the survey, less than five percent of students have stolen or tried to steal a motor vehicle such as a car or motorcycle (3.5%), carried a handgun without permission (2.5%), or carried a handgun to school without permission (1.0%).

Prohibited Behaviors – Differences by Grade

Past-year prevalence rates of the following prohibited behaviors generally increase with grade, although they peak during the 11th grade (see Table 19):

- Selling illegal drugs (11th grade peak – 15.2%)
- Being arrested (11th grade peak – 7.1%)
- Being drunk or high at school (11th grade peak – 25.1%)

Prevalence rates for the other prohibited behaviors do not consistently increase with age:

- Being suspended from school (8th grade peak – 12.3%)
- Carrying a handgun without permission (8th grade peak – 2.8%)
- Stealing or trying to steal a motor vehicle (9th grade peak – 4.6%)
- Attacking someone with the idea of seriously hurting them (10th grade peak – 16.6%)
- Taking a handgun to school without permission (1.2% for 8th, 9th, and 10th grades)

Prohibited Behaviors – Differences by Gender

Table 19 also illustrates that prevalence rates for male students are higher than those for female students for each of the prohibited behaviors:

- Being suspended from school (14.6% vs. 5.9%)
- Carrying a handgun without permission (3.7% vs. 0.8%)
- Selling illegal drugs (11.6% vs. 5.0%)
- Stealing or trying to steal a motor vehicle (4.5% vs. 2.2%)
- Being arrested (7.4% vs. 3.1%)
- Attacking someone with the idea of seriously hurting them (18.1% vs. 9.5%)
- Being drunk or high at school (17.3% vs. 13.3%)
- Taking a handgun to school without permission (1.5% vs. 0.4%)

Table 20 shows differences between genders within grade for prohibited behaviors.

Table 19: Prevalence of Prohibited Behaviors in Past Year among the Maine Student Population by Grade & Gender: 2002.

	6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade		Female	Male		State Average
Been suspended from school	5.8%	8.7%	12.3%	12.2%	11.5%	11.6%	10.4%		5.9%	14.6%		10.5%
Carried a handgun without permission	1.2%	1.9%	2.8%	2.7%	2.7%	2.5%	2.5%		0.8%	3.7%		2.4%
Sold illegal drugs	0.9%	2.1%	5.3%	8.9%	12.6%	15.2%	14.2%		5.0%	11.6%		8.7%
Stolen or tried to steal a motor vehicle	1.4%	2.1%	4.0%	4.6%	4.3%	4.2%	3.2%		2.2%	4.5%		3.5%
Been arrested	2.4%	3.6%	5.8%	6.4%	6.4%	7.1%	5.9%		3.1%	7.4%		5.5%
Attacked someone with the idea of seriously hurting them	9.2%	12.4%	15.7%	16.4%	16.6%	15.0%	12.0%		9.5%	18.1%		14.0%
Been drunk or high at school	3.1%	5.7%	11.3%	17.2%	21.8%	25.1%	24.9%		13.3%	17.3%		15.9%
Taken a handgun to school without permission	0.6%	0.7%	1.2%	1.2%	1.2%	1.0%	1.1%		0.4%	1.5%		1.0%

Table 20: Prevalence of Prohibited Behaviors in Past Year among the Maine Student Population by Gender within Grade: 2002.

	6th grade		7th grade		8th grade		9th grade		10th grade		11th grade		12th grade		State Avg.
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Been suspended from school	2.4	9.0	4.1	12.9	6.3	18.3	7.7	15.9	7.7	15.1	6.6	15.6	6.0	15.0	10.5
Carried a handgun without permission	0.7	1.6	0.7	2.9	1.2	4.3	0.9	4.1	0.6	4.6	0.7	4.0	0.5	4.2	2.4
Sold illegal drugs	0.8	0.9	1.4	2.7	3.2	7.2	6.0	11.4	7.7	17.5	8.0	21.8	7.9	20.3	8.7
Stolen or tried to steal a motor vehicle	1.1	1.8	1.6	2.6	2.9	4.9	3.6	5.4	2.6	6.0	2.1	5.6	1.2	4.9	3.5
Been arrested	1.4	3.3	2.1	4.9	3.5	7.8	4.5	8.0	3.6	8.8	3.6	10.2	2.8	8.8	5.5
Attacked someone with the idea of seriously hurting them	4.7	13.5	8.4	16.2	11.2	20.0	12.8	19.3	11.5	21.2	9.6	19.8	7.4	16.3	14.0
Been drunk or high at school	2.5	3.6	5.3	5.8	9.9	12.2	16.6	17.5	19.6	23.9	20.3	29.3	18.7	30.1	15.9
Taken a handgun to school without permission	0.5	0.7	0.3	1.0	0.6	1.7	0.7	1.6	0.4	2.2	0.2	1.5	0.1	1.8	1.0

Note: Prevalence rates for males are highlighted to make the chart easier to read.

Prohibited Behaviors – Differences by County

Overall, the counties with the greatest number of high prohibited behavior prevalence rates are Waldo, Washington, and Oxford (see Tables 21 and 23).

Tables 22 and 23 shows that the counties with the greatest number of low prohibited behavior prevalence rates are Knox and Lincoln.

Table 21: Highest Prevalence of Prohibited Behaviors in Past Year among the Maine Student Population by County: 2002.

	Andr	Aroo	Cumb	Fran	Hanc	Kenn	Knox	Linc	Oxfo	Peno	Pisc	Saga	Some	Wald	Wash	York	State
Been suspended from school	11.6	10.0	9.2	9.3	10.9	10.3	7.5	9.3	11.1	10.3	11.4	11.8	10.8	14.4	13.1	11.0	10.5
Carried a handgun without permission	2.5	2.5	2.1	2.7	2.8	2.0	1.4	2.9	3.0	2.6	1.4	1.7	1.7	3.7	3.0	2.4	2.4
Sold illegal drugs	8.9	8.0	8.9	8.4	8.5	8.8	9.1	7.7	8.3	8.9	6.4	9.2	7.9	7.9	6.7	9.3	8.7
Stolen or tried to steal a motor vehicle	3.9	2.6	3.5	3.6	3.4	3.2	2.8	2.3	4.0	3.7	3.4	3.0	3.0	4.2	4.5	3.6	3.5
Been arrested	6.4	4.3	6.2	4.2	5.9	4.6	5.0	3.8	5.7	5.0	4.6	5.9	5.2	4.2	4.6	6.3	5.5
Attacked someone with the idea of seriously hurting them	14.5	13.4	13.1	12.7	15.2	12.3	11.4	16.0	16.0	13.8	15.1	14.6	13.9	16.2	16.8	14.9	14.0
Been drunk or high at school	16.6	14.9	15.3	15.3	16.4	15.4	15.2	15.4	16.4	16.7	19.2	15.3	16.7	19.9	13.7	15.5	15.9
Taken a handgun to school without permission	1.2	0.9	1.0	0.7	1.0	1.1	0.8	0.6	1.4	1.3	0.2	0.6	0.9	1.6	1.4	1.0	1.0

Represents the county with the highest rate in each category

Represents the counties with the second and third highest rates in each category

Table 22: Lowest Prevalence of Prohibited Behaviors in Past Year among the Maine Student Population by County: 2002.

	Andr	Aroo	Cumb	Fran	Hanc	Kenn	Knox	Linc	Oxfo	Peno	Pisc	Saga	Some	Wald	Wash	York	State
Been suspended from school	11.6	10.0	9.2	9.3	10.9	10.3	7.5	9.3	11.1	10.3	11.4	11.8	10.8	14.4	13.1	11.0	10.5
Carried a handgun without permission	2.5	2.5	2.1	2.7	2.8	2.0	1.4	2.9	3.0	2.6	1.4	1.7	1.7	3.7	3.0	2.4	2.4
Sold illegal drugs	8.9	8.0	8.9	8.4	8.5	8.8	9.1	7.7	8.3	8.9	6.4	9.2	7.9	7.9	6.7	9.3	8.7
Stolen or tried to steal a motor vehicle	3.9	2.6	3.5	3.6	3.4	3.2	2.8	2.3	4.0	3.7	3.4	3.0	3.0	4.2	4.5	3.6	3.5
Been arrested	6.4	4.3	6.2	4.2	5.9	4.6	5.0	3.8	5.7	5.0	4.6	5.9	5.2	4.2	4.6	6.3	5.5
Attacked someone with the idea of seriously hurting them	14.5	13.4	13.1	12.7	15.2	12.3	11.4	16.0	16.0	13.8	15.1	14.6	13.9	16.2	16.8	14.9	14.0
Been drunk or high at school	16.6	14.9	15.3	15.3	16.4	15.4	15.2	15.4	16.4	16.7	19.2	15.3	16.7	19.9	13.7	15.5	15.9
Taken a handgun to school without permission	1.2	0.9	1.0	0.7	1.0	1.1	0.8	0.6	1.4	1.3	0.2	0.6	0.9	1.6	1.4	1.0	1.0

Represents the county with the lowest rate in each category

Represents the counties with the second and third lowest rates in each category

Table 23: Counties with the Highest and Lowest Prevalence of Prohibited Behaviors: 2002.

	Highest Prevalence				Lowest Prevalence		
	#1	#2 or 3	Total		#1	#2 or 3	Total
Androscoggin	1	0	1		0	0	0
Aroostook	0	0	0		0	2	2
Cumberland	0	1	1		0	1	1
Franklin	0	0	0		0	3	3
Hancock	0	0	0		0	0	0
Kennebec	0	0	0		0	1	1
Knox	0	1	1		3	2	5
Lincoln	0	1	1		2	3	5
Oxford	0	4	4		0	0	0
Penobscot	0	1	1		0	0	0
Piscataquis	0	1	1		3	0	3
Sagadahoc	0	2	2		0	2	2
Somerset	0	1	1		0	1	1
Waldo	4	2	6		0	1	1
Washington	2	3	5		1	1	2
York	1	1	2		0	0	0

MYDAUS Historical Comparisons of Prohibited Behaviors

The MYDAUS was administered in 1995, 1996, 1998, 2000, and 2002. These earlier data provide important comparisons to the 2002 results for the purpose of monitoring any changes in prohibited behaviors over time among Maine middle and high school students (see Table 24). Although such comparisons can be useful, it is very important to note that there have been significant changes in methodology throughout the history of the survey that may have impacted the results; therefore, any comparisons between the data should be made with caution (see Appendix A for a discussion of differences in survey methodologies).

There has been a decline in the following prohibited behaviors over the past seven year period:

- Been suspended from school (a 7.9% decline since 1995, and a 3.7% decline since 2000)
- Carried a handgun* (a 53.8% decline since 1995, and a 42.9% decline since 2000)
- Taken a handgun to school* (a 52.4% decline since 1995, and a 16.7% decline since 2000)

While the following prohibited behaviors have decreased since 1995, they have increased over the past two years:

- Stolen or tried to steal a motor vehicle (a 10.3% decrease since 1995, but a 16.7% increase since 2000)
- Been arrested (a 14.1% decrease since 1995, but a 7.8% increase since 2000)
- Attacked someone with the idea of seriously hurting them (a 3.4% decrease since 1995, but a 14.8% increase since 2000)
- Been drunk or high at school (a 0.6% decrease since 1995, but a 16.1% increase since 2000)

The only prohibited behavior that has shown an increase over the past seven year period is "sold illegal drugs". This behavior has increased by 1.2% since 1995, and 19.2% since 2000.

Table 24: Prevalence of Prohibited Behaviors During Previous Year among the Maine Student Population in Grades 6-12: 1995-2002.

	PAST YEAR PARTICIPATION					Percentage Change	
	1995	1996	1998	2000	2002	Since 1995	Since 2000
Been Suspended from School							
Total	11.4%	11.6%	8.8%	10.9%	10.5%	-7.9%	-3.7%
Carried a Handgun*							
Total	5.2%	4.3%	3.5%	4.2%	2.4%	-53.8%	-42.9%
Sold Illegal Drugs							
Total	8.6%	7.9%	7.3%	7.3%	8.7%	1.2%	19.2%
Stolen or Tried to Steal a Motor Vehicle							
Total	3.9%	3.4%	2.4%	3.0%	3.5%	-10.3%	16.7%
Been Arrested							
Total	6.4%	5.6%	4.5%	5.1%	5.5%	-14.1%	7.8%
Attacked Someone with the Idea of Seriously Hurting Them							
Total	14.5%	13.8%	11.5%	12.2%	14.0%	-3.4%	14.8%
Been Drunk or High at School							
Total	16.0%	16.0%	13.4%	13.7%	15.9%	-0.6%	16.1%
Taken a Handgun to School*							
Total	2.1%	1.6%	0.8%	1.2%	1.0%	-52.4%	-16.7%

Note: All increases in prohibited behaviors are shaded.

* *Due to the high prevalence of hunting in Maine, it is likely that many of the respondents who have "carried a handgun", did so with permission and/or under the supervision of an adult. Therefore, the survey instrument was changed in 2002 to ask about possession of handguns without permission. While this difference in wording most likely influenced the observed decrease in the proportion of student who reported having "carried a handgun", this change would not have had an effect on "taken a handgun to school" since there are very few, if any, circumstances under which a student would have permission to do so.*

PRO-SOCIAL BEHAVIORS

The most common pro-social behaviors 6th through 12th grade students in Maine have participated in within the last year are participating in clubs, organizations, or activities at school; looking forward to going to school; and doing extra work on their own for school.

- Within the 12 months prior to the administration of the survey, 78.0% have participated in clubs, organizations, and activities at school; 75.3% have looked forward to going to school; and 72.4% have done extra work on their own for school.

Other pro-social behaviors that Maine students participated in within the 12 months preceding the survey include defending someone who was being verbally abused at school (68.5%) and volunteering to do community service (52.5%)*.

Pro-social Behaviors – Differences by Grade

Table 25 shows that prevalence rates for the pro-social behaviors included on the MYDAUS do not consistently increase with age, but rather have their own specific patterns:

- Defending someone who was being verbally abused at school: This behavior is relatively consistent over the grades, with the exception of 6th grade, which is lower.
- Participating in clubs, organizations, and activities at school: This behavior is mostly consistent from grade 6 through 12.
- Doing extra work on their own for school: While this behavior decreases with age in middle school (grades 6 through 8), it increases with age in high school (grades 9 through 12).
- Looking forward to going to school: Prevalence rates for this behavior decreases with age in grades 6 to 8, but remains consistent in grades 9 to 12.
- Volunteering to do community service: While this behavior decreases with age in middle school, it increases with age in high school.

Pro-social Behaviors – Differences by Gender

Prevalence rates for female students are higher than those for male students for each of the prohibited behaviors (see Table 25):

- Defending someone who was being verbally abused at school (70.3% vs. 66.8%)
- Participating in clubs, organizations, and activities at school (83.7% vs. 73.0%)
- Doing extra work on their own at school (80.1% vs. 65.8%)
- Looking forward to going to school (83.3% vs. 68.3%)
- Volunteering to do community service (60.0% vs. 45.1%)

Table 26 shows differences between genders within grade for pro-social behaviors.

*Some Maine high schools are starting to require community service as a graduation requirement.

Table 25: Prevalence of Pro-social Behaviors in Past Year among the Maine Student Population by Grade & Gender: 2002.

	6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade		Female	Male		State Average
Defended someone who was being verbally abused at school	61.9%	67.9%	68.5%	68.8%	71.5%	71.0%	69.6%		70.3%	66.8%		68.5%
Participated in clubs, organizations, and activities at school	78.7%	80.9%	78.6%	76.2%	76.2%	77.4%	79.2%		83.7%	73.0%		78.0%
Done extra work on your own for school	78.6%	74.8%	69.8%	68.7%	70.7%	71.8%	73.9%		80.1%	65.8%		72.4%
Looked forward to going to school	81.4%	76.7%	72.6%	74.0%	74.1%	74.2%	75.4%		83.3%	68.3%		75.3%
Volunteered to do community service	49.7%	45.4%	43.4%	49.5%	52.6%	59.1%	68.0%		60.0%	45.1%		52.5%

Table 26: Prevalence of Pro-social Behaviors in Past Year among the Maine Student Population by Gender within Grade: 2002.

	6th grade		7th grade		8th grade		9th grade		10th grade		11th grade		12th grade		State Avg.
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Defended someone who was being verbally abused at school	58.4	65.1	67.7	68.2	72.2	65.5	72.0	65.8	75.1	68.5	75.2	67.6	71.4	67.9	68.5
Participated in clubs, organizations, and activities at school	83.8	73.9	86.0	76.1	84.6	72.6	82.1	71.1	81.8	70.9	83.9	72.4	84.5	74.8	78.0
Done extra work on your own for school	84.3	73.3	81.3	68.4	77.1	63.2	76.1	62.7	79.2	62.5	81.2	64.5	82.0	67.1	72.4
Looked forward to going to school	89.7	73.6	85.4	68.9	81.6	64.4	82.5	66.6	81.5	66.6	81.0	68.5	81.3	70.6	75.3
Volunteered to do community service	55.3	44.3	52.3	38.9	49.7	37.5	57.1	43.0	61.6	44.1	68.3	50.8	77.8	59.6	52.5

Note: Prevalence rates for males are highlighted to make the chart easier to read.

Pro-social Behaviors – Differences by County

Overall, the counties with the greatest number of low pro-social behavior prevalence rates are Franklin and Piscataquis (see Tables 27 and 29).

The counties with the greatest number of high pro-social behavior prevalence rates are Cumberland, Lincoln, and York (see Tables 28 and 29).

Table 27: Lowest Prevalence of Pro-social Behaviors in Past Year among the Maine Student Population by County: 2002.

	Andr	Aroo	Cumb	Fran	Hanc	Kenn	Knox	Linc	Oxfo	Peno	Pisc	Saga	Some	Wald	Wash	York	State
Defended someone who was being verbally abused at school	68.8	66.2	70.8	65.8	66.7	67.1	69.6	71.4	67.6	67.1	66.1	70.0	66.3	66.4	66.9	70.0	68.5
Participated in clubs, organizations and activities at school	77.3	77.7	80.1	74.8	78.9	77.7	79.2	80.2	75.3	78.4	75.0	77.7	76.0	73.9	79.8	77.3	78.0
Done extra work on your own for school	70.9	67.2	75.7	71.8	69.4	71.2	73.1	74.3	71.4	71.6	70.6	71.3	72.0	71.4	71.0	73.9	72.4
Looked forward to going to school	75.5	72.2	77.4	71.1	72.5	75.4	73.8	73.9	73.3	77.3	75.1	76.4	73.9	71.5	71.2	76.1	75.3
Volunteered to do community service	50.7	49.1	56.7	52.8	49.6	52.4	53.7	60.0	53.0	47.0	53.1	46.8	45.9	51.8	47.9	56.1	52.5

Represents the county with the lowest rate in each category

Represents the counties with the second and third lowest rates in each category

Table 28: Highest Prevalence of Pro-social Behaviors in Past Year among the Maine Student Population by County: 2002.

	Andr	Aroo	Cumb	Fran	Hanc	Kenn	Knox	Linc	Oxfo	Peno	Pisc	Saga	Some	Wald	Wash	York	State
Defended someone who was being verbally abused at school	68.8	66.2	70.8	65.8	66.7	67.1	69.6	71.4	67.6	67.1	66.1	70.0	66.3	66.4	66.9	70.0	68.5
Participated in clubs, organizations and activities at school	77.3	77.7	80.1	74.8	78.9	77.7	79.2	80.2	75.3	78.4	75.0	77.7	76.0	73.9	79.8	77.3	78.0
Done extra work on your own for school	70.9	67.2	75.7	71.8	69.4	71.2	73.1	74.3	71.4	71.6	70.6	71.3	72.0	71.4	71.0	73.9	72.4
Looked forward to going to school	75.5	72.2	77.4	71.1	72.5	75.4	73.8	73.9	73.3	77.3	75.1	76.4	73.9	71.5	71.2	76.1	75.3
Volunteered to do community service	50.7	49.1	56.7	52.8	49.6	52.4	53.7	60.0	53.0	47.0	53.1	46.8	45.9	51.8	47.9	56.1	52.5

Represents the county with the highest rate in each category

Represents the counties with the second and third highest rates in each category

Table 29: Counties with the Highest and Lowest Prevalence of Pro-social Behaviors: 2002.

	Lowest Prevalence				Highest Prevalence		
	#1	#2 or 3	Total		#1	#2 or 3	Total
Androscoggin	0	0	0		0	0	0
Aroostook	1	1	2		0	0	0
Cumberland	0	0	0		2	3	5
Franklin	2	1	3		0	0	0
Hancock	0	1	1		0	0	0
Kennebec	0	0	0		0	0	0
Knox	0	0	0		0	0	0
Lincoln	0	0	0		3	1	4
Oxford	0	0	0		0	0	0
Penobscot	0	1	1		0	1	1
Piscataquis	0	3	3		0	0	0
Sagadahoc	0	1	1		0	2	2
Somerset	1	0	1		0	0	0
Waldo	1	1	2		0	0	0
Washington	0	1	1		0	1	1
York	0	0	0		0	3	3

APPENDIX A – METHODOLOGY

Sample Design

In keeping with the methodology of the 1998 and 2000 surveys, the OSA elected not to draw a randomized sample of schools to take part in the survey, but rather solicited participation from *all* public schools in Maine with any grades 6 through 12.

Specifically, a Multi-Phase Stratified Exhaustive Sampling was chosen as the methodology that would most effectively and efficiently allow OSA to achieve its dual goals of:

1) collecting a representative sample stratified by grade or gender at the state, regional and county levels.
2) providing data for any public school wanting local data for prevention program planning and evaluation.

Recognizing that 100% participation is not achievable, this stratified sampling approach relied on meeting a minimum sample size for each county and grade combination based on a 5% margin of error and a confidence level of 95%. Once the minimum sample was achieved, survey results could be generalized to the total population at the desired levels of stratification.

Survey Instrument

The 2002 MYDAUS was adapted from the "Student Survey of Risk and Protective Factors and Prevalence of Alcohol, Tobacco, and Other Drug Use", which was developed by the Social Development Research Group (SDRG) at the University of Washington. The SDRG questionnaire was originally developed for use in the Six-State Consortium (Maine was one of six states) for substance abuse prevention needs assessment studies sponsored by the Center for Substance Abuse Prevention (CSAP). The questionnaire was validated through a rigorous statistical analysis process to show that the results were indicative of the behaviors reported. The survey is made up of series of questions relating to specific scales that measure levels of risk and protection. A new grant (called the Diffusion Project) with seven participating states involves administering the same survey over a 5-year period. The instrument was printed on an electronically-scannable form prepared by Scantron, Inc. of Tustin, California. A copy of the survey instrument is included in Appendix C.

School Recruitment Procedures

To help elicit school participation, the OSA sent a recruitment letter to all school superintendents in August of 2001. The recruitment letter briefly described the purpose of the survey and asked that superintendents include MYDAUS in their 2001-2002 school year survey schedule. A subsequent letter was sent in the Fall of 2001 by Pan Atlantic Consultants (PAC). This letter re-introduced the project and encouraged participation. It also contained a very brief description of the survey and its content. A letter of intent fax-back form was enclosed with the recruitment letter. In addition to the letter, the staff at PAC contacted superintendents (via phone, fax, and e-mail) to encourage participation. Superintendents who wanted the school(s) in their district to participate in the survey completed the form and faxed it back to PAC. On the form, superintendents included contact information and schools in their system that serve any grades 6 through 12. The staff at PAC then contacted each individual school by phone to coordinate their participation in the survey.

Participation

Consent Procedures

Passive consent methodology was used for the 2002 MYDAUS. To obtain passive consent, participating schools were required to send an informational letter to parents via the U.S. mail two weeks prior to survey administration. The letter conveyed the purpose and importance of the survey and encouraged participation. It also explained that the survey was anonymous, participation was voluntary, and results would only be presented in group-summary form. The letter informed parents that a copy of the survey instrument was on file at their child's schools if they wished to review it. Parents who wished to decline their child's participation were asked to notify the school. Any student whose parent letter was returned undeliverable was not surveyed.

Within School Sampling

The total school population in grades 6 through 12 was targeted in all participating schools. Students whose parents did not give them permission to participate in the survey and/or did not themselves wish to participate in the survey were asked to sit quietly at their desks with an alternate activity during survey administration. Due to voluntary non-participation and absenteeism, the average attrition rate was approximately 15% for passive consent in 2002.

Procedure

Data Collection and Confidentiality

Participating schools administered the survey during the week of February 11-15, 2002. School staff members were trained how to administer the survey themselves. This was done primarily through group training sessions throughout the state.

Considerable precautions were taken to protect the anonymity of individual students in order to increase the likelihood of valid responses. First, student consent was required; that is, youths were asked to participate in the survey, informed of the confidentiality of their responses, and informed that their response was voluntary (i.e., they could refuse to answer any questions that they did not want to answer). Second, Teachers were asked to remain seated during the administration of the survey. Third, students were asked to insert their completed questionnaires in a large envelope as it was passed around the room at the end of the survey period, and the last student sealed the envelope before handing it back to the teacher.

Data Processing

After completed questionnaires were returned to PAC in Portland, Maine, the surveys were batched, scanned, and edited. Consistency checks were run to exclude careless, invalid, or logically inconsistent responses using syntax originally developed by the Social Development Research Group (SDRG). Surveys were excluded from the final analytical file if they met criteria that deemed them to be untruthful.

Margin of Error

The margin of error (MOE) is a measure of how precisely the proportion of participating students who chose a particular response approximates the true proportion of all enrolled students (i.e., in the entire population) who would have chosen the same response if asked. It is based on the number of participating students, the size of the student enrollment, the proportion of students who chose a response, and the desired confidence level (in this case 95%).

MOEs are reported as plus or minus (±) percentages. As an example, if a county has a margin of error of ±5%, and 50% of the responding students picked a particular response, you can be "95% sure" that if the question had been answered by the entire student population, between 45% (50% - 5%) and 55% (50% + 5%) would have picked that response. The smaller the margin of error, the better. [Note: There is always the possibility that a high proportion of the students not answering a question (or not even taking the survey) would have answered differently, but that is difficult to determine.] The margins of error for the county, region, and state levels for the 2002 survey are listed in Table 30 below.

Table 30: Margins of Error for the 2002 MYDAUS by State, Region, and County: 2002.

	6th	7th	8th	9th	10th	11th	12th	Total
Maine	±0.69	±0.68	±0.68	±0.82	±0.83	±0.91	±1.03	±0.30
Region 1	±1.07	±1.11	±1.13	±1.30	±1.26	±1.45	±1.66	±0.47
Region 2	±1.02	±0.96	±0.98	±1.24	±1.30	±1.39	±1.63	±0.44
Region 3	±1.76	±1.72	±1.67	±1.95	±1.93	±2.11	±2.22	±0.71
Androscoggin	±1.50	±2.08	±1.92	±3.01	±3.42	±3.80	±3.74	±1.00
Aroostook	±2.74	±2.48	±2.62	±2.85	±2.64	±3.12	±3.33	±1.06
Cumberland	±1.29	±1.47	±1.33	±1.47	±1.46	±1.72	±2.05	±0.58
Franklin	±2.39	±2.90	±3.05	±3.20	±3.37	±3.34	±4.79	±1.23
Hancock	±4.72	±6.51	±4.71	±5.77	±4.91	±6.66	±5.86	±2.08
Kennebec	±2.35	±1.93	±2.02	±3.22	±3.34	±3.46	±4.25	±1.06
Knox	±4.50	±4.33	±4.24	±4.13	±3.42	±4.40	±8.00	±1.71
Lincoln	±4.67	±5.27	±4.76	±7.56	±7.42	±7.24	±8.20	±2.37
Oxford	±5.65	±2.45	±2.54	±3.19	±3.56	±3.48	±4.14	±1.28
Penobscot	±3.33	±3.33	±3.43	±3.88	±3.84	±3.93	±4.39	±1.40
Piscataquis	±5.62	±3.72	±2.61	±3.51	±7.89	±6.93	±7.03	±2.12
Sagadahoc	±1.87	±2.47	±2.23	±2.27	±2.50	±2.46	±3.04	±0.90
Somerset	±2.93	±3.29	±3.57	±3.47	±3.49	±4.03	±4.25	±1.35
Waldo	±5.91	±5.28	±5.86	±5.80	±6.85	±7.22	±9.09	±2.40
Washington	±4.01	±3.11	±3.34	±4.19	±4.74	±4.67	±5.37	±1.57
York	±1.82	±1.70	±1.98	±2.51	±2.35	±2.62	±2.82	±0.83

Method of Weighting

Because the 2002 survey was not a random sample, it was not possible to weight the data to be representative of the state as a whole. However, because the overall survey response varied across grades, across the 16 counties, and for males and females, a set of post-stratified weights were computed for use in data analysis. These adjusted weights were used to correct the data, to the extent possible, for the response differentials observed.

Fall enrollment data with student counts by county, gender, and grade were compared with the number of students surveyed in the same classification. The data file contained county, gender, and grade information for 51,583 students, or 90.9% of those surveyed. For these 51,583

students, the adjusted survey weights were calculated as the total student enrollment for each cell of the grade/gender/county cross-classification, divided by the number of students tested in that cell. For the remaining 5,136 students with at least one missing classification variable (grade and/or gender), adjusted survey weights were assigned based on the variable(s) that were known.

Comparisons in Methodology of Past MYDAUS Surveys

The MYDAUS was administered in 1995, 1996, 1998 (with some schools administering in the beginning of 1999), 2000, and 2002. These earlier data provide important comparisons to the 2002 values for the purpose of monitoring any changes in drug use behaviors over time among Maine school students. There have been significant changes in methodology throughout the history of the survey that may have impacted the results (see Table 31).

One of the methodological differences between the survey administrations is related to the sampling of schools. In the 1995 and 1996 administrations, a representative, random sample of schools was selected. In 1998, 2000, and 2002, all schools were invited to participate. The data resulting from either sampling strategy (random or census) would be biased if for some reason the type of sampling strategy influenced which schools participated and which declined, and if there had been a significant difference in prohibited behaviors among students from participating and non-participating schools. Both sampling strategies should allow us to extrapolate the results to the general population.

A second important change in the methodology is related to within-school sampling of students. In the 1995 and 1996 surveys, random samples of students were asked to participate in the survey. In the 1998 survey, the total student population was targeted in schools with enrollment figures of 250 or fewer students. Schools with more than 250 students were sampled through a target population that would provide data on an individual school level that would not exceed a ±5.00 percent margin of error at the 95% confidence interval. In 2000 and 2002, participating schools were asked to include their entire school population in the survey – regardless of school size.

The third difference in the methodology concerns the parental consent procedure. The 1995, 1996, 2000, and 2002 surveys employed a passive consent protocol, in which parents were notified that their children would be surveyed unless they contacted the school to disallow their children from participating in the survey. In 1998, an active consent protocol was implemented; active consent requires parents to return a form to allow their children to participate in the survey. The difference in consent protocol may have affected the results of the 1998 survey if the parents of high risk students were more or less likely to turn in the form and grant permission for their child to participate. In all cases, students were given the option not to participate in the survey. This volunteer sample at the student level may have systematically biased the results; if, for example, students at high risk for drug use chose not to participate in the survey.

Table 31: Comparison of MYDAUS Methodology and Participation: 1995 - 2002.

	Parental Consent	Sampling Strategy	Number of Participating Students	Percent of Eligible Students	Number of Schools	When Administered	Margin of Error
1995	Passive	Random	7,477	7%	48	April to June, 1995	±1.09%
1996	Passive	Random	6,398	6%	55	March to June, 1996	±1.19%
1998	Active	Census	22,162	18%	212	October, 1998 to March, 1999	±0.59%
2000	Passive	Census	30,491	27%	180	February, 2000	±0.48%
2002	Passive	Census	56,719	48%	270	February, 2002	±0.30%

Risk and Protective Factors Scales and Cut-Points

The scales for the risk and protective factors were provided by the University of Washington's Social Development Research Group (SDRG). Risk and protective factor scales were constructed using Likert scaling practices. The response options of some items were recoded or reordered to provide a continuum from high to low appropriate for the scale. For risk scale items, a high value reflects an undesirable attitude or behavior. For protective scale items, a high value reflects a desirable attitude or behavior. For the scaled data, the cut point was determined by taking the median value (plus 0.15 times the standard deviation) for each scale for all the weighted 2000 data from all seven participating states in the Diffusion Project consortium. If the individual student's score was above the cut point, s/he was considered at risk (or protected).

By way of illustration, the risk factor in the school domain described as "Lower Academic Achievement" is based on the scores from two questions. One asks, "Putting them all together, what were your grades like last year?" (Question 10). The responses are recoded so that the lowest grades have the highest values; for instance "F" is given the value of 4, "C" is 2.5, and "A" is 1. The second question is, "Are your grades better than the grades of most students in your class?" (Question 20), with the responses ranging from an emphatic "NO!" (4 points) to an emphatic "YES!" (1 point). A student has to answer both questions to get a score for this risk factor. The mean of the two responses is compared to the cut point calculated using the scores from all students in the seven states who answered the two questions. In this case, the cut point for 6^{th} graders is 1.977. If a student scored higher than this, s/he was considered at risk for "Lower Academic Achievement".

Limitations

The MYDAUS is limited due to its exclusive focus on adolescents in school. With such a focus, some adolescent subpopulations, such as school dropouts and homeless and runaway youths, will be missed or undercounted.

APPENDIX B – RISK & PROTECTIVE FACTOR DEFINITIONS

The following risk and protective factors have been identified through research reviewed by the Social Development Research Group (SDRG), University of Washington, Seattle. SDRG obtained the specific definitions and reasoning listed below from Communities that Care: Action for Drug Abuse Prevention.

School Climate – Risk Factors

Lower Academic Achievement.
Definition: A respondent's grade based performance.
Questions: 10, 20
Reasoning: Beginning in the late elementary grades (grades 4-6) academic failure increases the risk of both drug abuse and delinquency. It appears that the experience of failure itself, for whatever reasons, increases the risk of problem behaviors.

Low School Commitment.
Definition: The degree to which students find school and homework interesting and important.
Questions: 11, 22, 23, 24, 25a-c
Reasoning: Surveys of high school seniors have shown that the use of hallucinogens, cocaine, heroin, stimulants, and sedatives or non-medically prescribed tranquilizers is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.

School Climate – Protective Factors

School Opportunities for Involvement.
Definition: The degree to which respondents feel that they can interact with teachers and can participate in school related activities.
Questions: 12, 13, 15, 16, 21
Reasoning: When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in drug use problem behaviors.

School Rewards for Pro-social Involvement.
Definition: The degree to which respondents feel acknowledged by teachers and their parents relative to their (the students) school involvement and performance.
Questions: 14, 19
Reasoning: When young people are recognized and rewarded for their contributions at school, they are less likely to be involved in substance use and other problem behaviors.

Peer-Individual Climate – Risk Factors

Rebelliousness.
Definition: The extent to which respondents report disregarding rules.
Questions: 29, 32, 45
Reasoning: Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence, and normlessness have all been linked with drug use.

Early Initiation of Antisocial Behavior and *Early Initiation of Drug Use.*
Definition: The age at which respondents first try a variety of negative behaviors, including smoking marijuana, drinking alcohol, getting arrested, etc.
Questions: 27a-e, 27g-i
Reasoning: Early onset of drug use predicts misuse of drugs. The earlier the onset of any drug use, the greater the involvement in other drug use and the greater frequency of use. Onset of drug use prior to the age of 15 is a consistent predictor of drug abuse, and a later age of onset of drug use has been shown to predict lower drug involvement and a greater probability of discontinuation of use.

Attitudes Favorable to Antisocial Behavior.
Definition: The extent to which respondents themselves feel that engaging in various anti-social behaviors for youths their age is appropriate.
Questions: 28a-e
Reasoning: Young people who accept or condone antisocial behavior are more likely to engage in a variety of problem behaviors, including drug use.

Attitudes Favorable to Drug Use.
Definition: The extent to which respondents themselves feel that drinking, smoking, or taking illicit drugs for youths their age is appropriate.
Questions: 28f-i
Reasoning: Initiation of use of any substance is preceded by values favorable to its use. During the elementary school years, most children express anti-drug, anti-crime, and pro-social attitudes and have difficulty imagining why people use drugs. However, in middle school, as more youth are exposed to others who use drugs, their attitudes often shift toward greater acceptance of these behaviors. Youth who express positive attitudes toward drug use are at higher risk for subsequent drug use.

Perceived Risk of Drug Use.

Definition: The extent to which respondents themselves feel that people risk harming themselves if they smoke cigarettes, drink or smoke marijuana.

Questions: 50a-d

Reasoning: Young people who do not perceive drug use to be risky are far more likely to engage in drug use.

Antisocial Peers.

Definition: The number of a respondents' friends who engage in anti-social activities.

Questions: 26 h, j, k, m, o, p

Reasoning: Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.

Peers' Drugs Use.

Definition: The number of a respondent's friends who take drugs, drink alcohol and smoke cigarettes.

Questions: 26 b, c, e, g

Reasoning: Young people who associate with peers who engage in alcohol or substance abuse are much more likely to engage in the same behavior. Peer drug use has consistently been found to be among the strongest predictors of substance use among youth. Even when young people come from well-managed families and do not experience other risk factors, spending time with friends who use drugs greatly increases the risk of that problem developing.

Sensation Seeking.

Definition: The extent to which respondents report that they do dangerous and crazy things.

Questions: 34a-c

Reasoning: Young people who seek out opportunities for dangerous, risky behavior in general are at higher risk for participating in drug use and other problem behaviors.

Rewards for Antisocial Involvement.

Definition: The extent to which respondents feel they would be considered cool if they smoked cigarettes, drank, smoked marijuana, or carried a handgun.

Questions: 38 a, c, e, g

Reasoning: Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.

Gang Involvement.

Definition: The extent to which respondents report being in a gang or have friends that are in a gang.

Questions: 35, 26q

Reasoning: Involvement with gangs formalizes rewards for antisocial involvement, thereby increasing the likelihood of engaging in antisocial behavior and substance use.

Intentions to Use Drugs.

Definition: The extent to which respondents indicated that they plan to use cigarettes, alcohol, or marijuana as adults.

Questions: 90a-c

Reasoning: Intent to use cigarettes, alcohol, and/or marijuana as an adult is a strong predictor of future drug use and antisocial behaviors.

Peer-Individual Climate – Protective Factors

Belief in the Moral Order.
Definition: The degree to which respondents feel it is OK to fight, steal, cheat and be dishonest.
Questions: 30, 31, 33, 43
Reasoning: Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.

Religiosity.
Definition: The frequency of religious service attendance.
Questions: 44
Reasoning: Young people who regularly attend religious services are less likely to engage in problem behaviors.

Social Skills.
Definition: Scenarios that require the respondent to make a decision about the best, or most pro-social option.
Questions: 39, 40, 41, 42
Reasoning: Young people who are socially competent and engage in positive interpersonal relations with their peers are less likely to use drugs and engage in other problem behaviors.

Community Climate – Risk Factors

Low Neighborhood Attachment.
Definition: The degree to which respondents enjoy being in their neighborhood.
Questions: 91, 93, 102
Reasoning: Low levels of bonding to the neighborhood is related to higher levels of juvenile crime and drug selling.

High Community Disorganization.
Definition: Perceptions of how much crime and other negative events occur in the respondents' neighborhood and their feelings of safety.
Questions: 95a-d, 100
Reasoning: Research has shown that neighborhoods with high population density, lack of natural surveillance of public places, physical deterioration, and high rates of adult crime also have higher rates of juvenile crime and drug selling.

Transitions and Mobility.

Definition: Perceptions of how much people move in and out of a respondents' neighborhood, and the number of times respondents report changing homes or schools over different periods of time.

Questions: 96, 99, 101, 103

Reasoning: Neighborhoods with high rates of residential mobility have been shown to have higher rates of juvenile crime and drug selling, while children who experience frequent residential moves and stressful life transitions have been shown to have higher risk for school failure, delinquency, and drug use.

Laws and Norms Favorable to Drugs.

Definition: The degree to which respondents think youth in their neighborhood would be caught by the police if they smoked marijuana, drank alcohol, or carried a handgun and the extent to which they feel parents in the neighborhood would think it's wrong to smoke cigarettes or marijuana or to drink alcohol.

Questions: 82, 84, 85, 88a-c

Reasoning: Research has shown that legal restrictions on alcohol and tobacco use, such as raising the legal drinking age, restricting smoking in public places, and increased taxation have been followed by decreases in consumption. Moreover, national surveys of high school seniors have shown that shifts in normative attitudes toward drug use have preceded changes in prevalence of use.

Perceived Availability of Drugs and *Perceived Availability of Handguns.*

Definition: The degree to which respondents think it is easy for youths to get alcohol, cigarettes, illicit drugs, and handguns.

Questions: 80, 81, 83, 86, 87

Reasoning: The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to use of these substances by adolescents. Availability of handguns is also related to a higher risk of crime and substance use by adolescents.

Community Climate – Protective Factors

Community Opportunities for Involvement.

Definition: Perceived opportunities to engage in pro-social activities in the community and to engage with adults.

Questions: 94, 98a-e

Reasoning: When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.

Community Rewards for Involvement.

Definition: The degree to which respondents feel people in their neighborhood recognize, acknowledge and support their positive behaviors.

Questions: 92, 97, 104

Reasoning: Rewards for positive participation in activities helps children bond to the community, thus lowering their risk for substance use.

Family Climate – Risk Factors

Poor Family Management.

Definition: The extent to which respondents report that their parents would catch them if they drank liquor, carried a handgun or skipped school, as well as the extent to which respondents report that there are clear family rules, that parents know the whereabouts of their children, that there are rules about alcohol and drug use, and that parents monitor homework completion.

Questions: 107, 110, 112, 113, 114, 115, 127, 129

Reasoning: Parents' use of inconsistent and/or unusually harsh or severe punishment with their children places them at higher risk for substance use and other problem behaviors. Parents' failure to provide clear expectations and to monitor their children's behavior makes it more likely that they will engage in drug abuse whether or not there are family drug problems.

High Family Conflict.

Definition: The extent to which respondents report family members arguing and insulting each other.

Questions: 109, 111, 128

Reasoning: Children raised in families high in conflict, whether or not the child is directly involved in the conflict, appear at risk for both delinquency and drug use.

Family History of Antisocial Behavior.

Definition: Respondents reporting whether they have siblings that drink, smoke marijuana, smoke cigarettes, have been expelled, or taken a handgun to school; and the number of adults they know who have used and/or dealt drugs, gotten drunk or high, or have engaged in illegal activities.

Questions: 89a-d, 106a-e, 108

Reasoning: When children are raised in a family with a history of problem behaviors (e.g., violence or ATOD use), the children are more likely to engage in these behaviors.

Parental Attitudes Favor Antisocial Behavior and *Parental Attitudes Favor Drug Use.*

Definition: The degree to which respondents report their parents would feel it is wrong if they (the respondents) steal, draw graffiti, or fight; and the degree to which respondents report their parents would feel it is wrong if they (the respondents) drink liquor, smoke marijuana, or smoke cigarettes.

Questions: q105a-f

Reasoning: In families where parents use illegal drugs, are heavy users of alcohol, or are tolerant of children's use, children are more likely to become drug abusers during adolescence. The risk is further increased if parents involve children in their own drug (or alcohol) using behavior, for example, asking the child to light the parent's cigarette or get the parent a beer from the refrigerator.

Family Climate – Protective Factors

Family Attachment.

Definition: The extent to which respondents feel close to and can share openly with their mother and father.

Questions: 117, 118, 121, 125

Reasoning: Young people who feel that they are a valued part of their family are less likely to engage in substance use and other problem behaviors.

Family Opportunities for Involvement.

Definition: The extent to which respondents participate in family decision making, have opportunities to do fun things with their parents, and can share problems with their parents.

Questions: 119, 124, 126

Reasoning: Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.

Family Rewards for Involvement.

Definition: The extent to which respondents report their parents acknowledging and praising them for good things they do, and that they enjoy spending time with their parents.

Questions: 116, 120, 122, 123

Reasoning: When parents, siblings, and other family members praise, encourage, and attend to things done well by their child, children are less likely to engage in substance use and problem behaviors.

APPENDIX C – MYDAUS SURVEY INSTRUMENT